



EDUCATIONAL SUPPLEMENT

PO Box 7, 200 Gray's Inn Road, London WC1X 8EJ. Tel 01-837 1234

Wanted: education's own pot of gold

If a visitor from Mars were to ask what is the most pressing question for public education today, what answers would he get? 16 to 19? Examinations? Falling rolls? All of these are extremely important and highly topical. But above and beyond these specific issues there are what may be called the previous questions - how is education to be funded? How are central funds to be added to local funds? How is responsibility to be shared between central and local politicians?

In recent days it has become clear that the Government has decided to do nothing in this Parliament to carry out the Conservatives' pre-election pledge to abolish rates. There is nothing surprising about this. This never looked like the kind of pledge which would be kept: it was one of Mrs Thatcher's more surprising pieces of demagoguery when she committed herself to it in 1974. What is strange, perhaps, is that this should have been allowed to leak out even while the consultations on the Government's *Alternatives to Domestic Rates* Green Paper are still taking place. It is, however, no more than a realistic recognition that there is not enough time in which to do all that is necessary to bring forward legislation (even supposing that the Government could make up its mind what to do) before Parliament enters the run up to the 1983 or 1984 General Election.

It does not, however, follow that the argument about how costs should be shared between local and central Government will die along with the proposition for abolishing the rates. From several sources there are indications that a new consensus is forming around

one of the options put forward the Green Paper:

A further option would be to pay an education "block grant" to support education by local authorities. Payment of specific elements of this grant could, if desired, be made conditional on their being devoted locally to specific items of education expenditure. The cash limit on the grant could be set at a level which was high enough to remove most of the financial burden of the service from local authorities while still retaining a sufficient local financial stake to allow the partnership between central and local government to continue. An assessment could be made of each authority's need to spend, comparable to the grant-related expenditure (GRE) assessment under the present English system; grant would be paid as a percentage of actual expenditure up to this level, and could be tapered on expenditure above it.

A separate, itemized, block grant for education, supervised by the DES, not the Department of the Environment, begins to look like the most practical way out of the present Rate Support Grant mess. Mr Michael Heseltine's repeated changes to the grant system have resulted in two, apparently contradictory, consequences. One of these is the build-up of massive financial power in his own hands, leading to heavy financial sanctions against authorities which overspend. The other is growing disparities between the standards of provision - in education and in other services - in different local authorities.

One of the objects of a grant-in-aid system must be to balance resources between one authority and another and reduce rather than exaggerate such differences. It would be easier to do this if the Government's contribution were channelled more directly to particular educational purposes. The Society of Education Officers is one group which, while deeply committed by tradition and experience to local

government, has come to accept the case for a separate block grant for education along with a number of specific grants.

Now Mr Neil Kinnock has waded in off his own bat, it seems; there is as yet no settled Labour policy - in favour of a similar separate grant for education, together with centrally-determined national standards which authorities would have to maintain in respect of specific headings of expenditure such as staffing, books, pre-school provision and so on. The House of Commons Select Committee seems to be on the same wavelength.

It is not difficult to see how the Kinnock scheme and the SEO proposals could be accommodated within an interpretation of the Green Paper option. If reports about the Government's own thinking are correct, it may be inferred that only the vested interests of local government are minded to stand out against measures aimed at targeting national funds for education more accurately.

Of course, it cannot be said too often that a change in the machinery for delivering Government funds to local education authorities does not necessarily imply any more funds: it may even imply less if central controls are strengthened in the course of the change. Till now, with important exceptions, the tendency has been for i.e.a.s to spend a little more on education than the Government intended, not less. Moreover, if the powers of the DES are increased, then so must be the risk that successive Governments will play political football with the education service.

But when all is said and done, the present messy arrangements cannot be maintained

much longer. On top of everything else, it may now be important legal doubts about such an authority can or cannot spend. We should do now is to concentrate on a small print to be attached to a separate education grant and on ways of giving the Secretary of State effective, yet clearly limited, powers of direction.

It is not necessary to accept all the tenets of local democracy, nevertheless, to recognize the importance of preserving the right of elected bodies to put some of their own money where their mouth is. It is important not to prevent them from backing their judgment against the Secretary of State in certain circumstances, provided they are subject to electoral sanctions. In recent years Chancellors of the Exchequer have all agreed that they must control all forms of public spending, including that of the local authorities. It has to be asked if this is a necessary part of public economic policy. Why should all the other uncertainties on which policy is based, does it really matter if local authorities step marginally out of line?

The Secretary of State should be able to make broad policy; the local education authorities should have wide discretion in carrying out. This is what the 1945 Education Act implies and what the financial system now recognizes. How to translate the principle into a detailed system of rules and regulations is what is now to be studied. Even if legislation is postponed till after the next election, some time to build the consensus on sensible financial arrangements could be based

Richard Garner reports on this week's Burnham committee meeting on teachers' pay 'Insulting' offer rejected

Teachers' leaders have rejected a 3.4 per cent pay offer from local education authorities, who claim it is all they can afford because about 2,600 fewer teachers will leave the profession during the next year than the Department of Education and Science had estimated.

Both sides are due to meet again on Wednesday week when the teachers will again press their claim for an increase in line with inflation - running at about 12 per cent.

The local authorities calculated that they would have an extra £124m to spend on teachers' pay this year after the rate support grant settlement allowing four per cent for salary awards.

However, this was based on the assumption that 13,500 teachers would leave the profession during the next 12 months. Mr Alistair Lawton, leader of the management panel on the Burnham committee, which

negotiates teachers' pay, told teachers it was anticipated there would be between 2,500 and 2,600 fewer leaving.

Mr Lawton added: "If the offer was improved, that money would have to come from some other source. It needn't necessarily have to come from within the education area but the bulk of it would probably have to come from other areas of educational expenditure."

"Also, we are no longer in the position of raising additional revenue to pay additional costs. For every £1 we go above the cash limit, we will have to pay £2.20 because of government penalties."

Mr Fred Jarvis, leader of the teachers' panel on the Burnham committee and NUT general secretary, in rejecting the offer, said: "The teaching profession is realistic enough not to expect miracles but equally they are not prepared to accept insults."

"This 3.4 per cent offer just is not on - especially after teachers took a pay cut in real terms last year. It only represents less than half the sum already advanced to other local authority employees and, after national insurance contributions have gone up in April, will mean at the most 2.4 per cent extra for teachers."

Meanwhile, officials of both sides will get together over the next fortnight to try and find a way round a legal ruling against the payment of social priority area payments to teachers from schools receiving the allowance who had been redeployed to schools not receiving the allowance or transferred on reorganization to schools not receiving the allowance.

The judgement affects 101 teachers employed in Newcastle and it is thought it may have repercussions elsewhere.



Redundancy terms bid fails

An attempt by a teachers' union to get teachers' leaders to negotiate better redundancy terms for those forced to quit the profession failed this week.

The Professional Association of Teachers, whose members are pledged never to go on strike, made the move at a teachers panel meeting of the Burnham committee, on Tuesday.

Mr Peter Dawson, general secretary, (pictured above) accused other unions of "rejecting their responsibilities - something that the teaching profession will not forgive". Redundancy entitlements showed that university dons could receive up to £55,000 whereas the maximum a teacher could receive was £3,900.

However, Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said the bid had been "laughed out of court". The teachers had been at the meeting to discuss their pay claim not redundancy.

Heads win safety pledge on pay

Headteachers and deputy heads have won a pledge from local authorities that their salaries will be safeguarded if their schools are reorganized or if they are appointed to a new school.

Until now, it had been left to the discretion of local education authorities as to how to tackle their pay if they faced such upheavals.

However, the local education authorities acceded to a request from teachers' leaders to give them the same protection as other teachers during negotiations at the Burnham committee.

Mr Alistair Lawton, leader of the management panel, said after the meeting: "I think it is unlikely that there is going to be much money involved in this and I think it was just that we should accede to the teachers' claim."

However, negotiations on the triennial review of schools and how many senior teaching posts should be allocated to them are still continuing.

At present, if a school drops a grade because it has fewer pupils on the roll; the number of points allocated to it for senior teaching posts is protected to the extent that it will only lose half of what is warranted.

The teachers want greater protection to be given.

Comment

Where the buck should stop

The Select Committee's report on *The Secondary School Curriculum and Examinations* is long and comprehensive. It covers a lot of ground, some of it with less than complete clarity. But what is plain is its belief that the present DES interpretation of the Secretary of State's responsibility for policing education standards is inadequate. The committee unanimously agreed that "the Act should be amended in such a way as to give the Secretary of State powers to intervene in circumstances where a nationally-agreed, guaranteed provision appears to be at risk". And elsewhere the committee evidently assumes that nationally-agreed policies should extend some way towards a definition of the curriculum, because they believe also that the Government should pursue a curriculum-led staffing policy and build this into the annual calculation of each local authority's estimates of Grant Related Expenditure.

All of which takes the committee some way beyond the point which the DES reached in *The School Curriculum* - implying a national view of what should be on general offer which is precise enough to be costed and appraised in terms of staff requirements. Everything suggests that this would be very difficult for the Secretary of State to articulate. So long as he sticks to platitudes and generalities he does not achieve much, but he keeps out of trouble. If he got down to detail, he would have to take a view on matters where opinions may differ widely. Worse still, if this were to be linked to staffing, he would have to commit himself to finding an adequate supply of scarce, specialist teachers, and to deploying a given number of staff throughout the schools.

This is the attraction of such an idea for Mr Christopher Price MP and his colleagues in the Select Committee - and to

curriculum-led staffing. The committee would also like to emphasize the independence of the Inspectorate and use HMIs as public watchdogs of national standards. This is a laudable aim but the independence of HMIs, though real and important now, would be destroyed all too quickly if there were an unreal attempt to set them up as perpetual thorns in the side of the Secretary of State.

The committee is quite right to point to the growing trend for government departments other than the DES to hand out funds to i.e.a.s. and the ridiculous position in which this leaves the DES.

In the light of this, the committee throws its weight firmly behind specific grants "on a temporary basis", for experimental or innovative schemes of national importance. Taken all in all, the Select Committee has - as Parliament usually does - come out in favour of national policies and national standards, against the "localist" approach to educational policy. It is of the nature of the Select Committee and its membership that it will always tend in this direction while repeatedly swearing fealty to local authority administration and local governors.

18 in 1982

When Sir Keith Joseph wrote at the beginning of the month in reply to the Select Committee report on spending cuts in higher education, he rejected cost comparisons between a university student and "an individual on the unemployment register".

The figures quoted show that very different scales of cost are involved in this comparison and I do not accept that the result necessitates any review of policy. Nor do I accept the underlying implication in the recommendation that a person who fails to obtain a university place necessarily becomes unemployed. He may find employment that would not otherwise have been filled.

This week in *The TES* the chairman of that Commons Select Committee, Christopher Price, describes (page 4) what is in fact happening as this year's biggest ever cohort of 18-year-olds scramble for places in life as the "waterfall effect". The evidence that he is right is spread over an assessment of their chances of getting into the various pages 19-22.

GIVE US A



Job seekers... few openings

What emerges quite clearly is that the universities - obedient to Government and the UGC - have cut back on places in spite of rising demand, but that the polytechnics (which remain less amenable to central discipline until NAB gets into its stride) have mopped up most of the surplus so that the age participation rate (APR) continues to edge up. Maybe that keeps us within the spirit of Robbins, though we can't be sure it will avoid the appalling waste threatened in a headmaster's letter on page 16; but it is really what Sir Keith sees as his education policy?

Meanwhile, A-level job-seekers who duck the scramble for higher education places find that the traditional openings are shrinking and that there is little sign of the notional openings in industry and commerce that former Secretary of State, Mr Mark Carls, preached as an attractive alternative when he brought in measures intended to peg the age participation rate. What our reporters did find is that the 18-year-olds are having to compete, as predicted, with graduates, even while the school-leavers behind them are scrambling to upgrade exam results to compete with them.

Without those qualifications, and even with them, the chances are that they will join the 200,000 18-year-olds now unemployed, who are unlikely to get any more training after a succession of old-style YOR courses. As Sir Keith succinctly pointed out to Mr Price, keeping them on the dole is cheaper than keeping anyone at university.

Joseph v Marris

In the last two weeks, there has been eloquent - if slightly lofty - exchange of letters on the university cuts in *The Times* was started by Professor Robin Marris of the Economics Department at Brunel College, London. Last week, the reply came from Sir Keith Joseph.

Marris had been doing some interesting sums. He compared such statistics as the number of first degree students per 100 population, the percentage of first degree students graduating annually and the "per first degree" and he was "astonished and appalled" to find that Britain was down the league table on almost every count. Surely Sir Keith and his predecessors must not have embarked on the present policy if they had known these facts?

Ah, replies Sir Keith in effect, you are wrong. Ministers have never said the universities must be cut because they are not cost-effective. We simply want to make them more cost-effective still.

Having disposed with breathtaking ease of the cost-effectiveness of the universities, one of Professor Marris's main points, he goes on to say how the cuts will make the universities better - even throwing out the largesse, in the form of a promise to pay back any savings they might achieve by bringing down salaries.

But with his predilection for the "improvements" the Education Secretary misses the point. His "improvements" will be the thousands of 18-year-olds who will be winning a logic-chopping argument, but not a whole generation of young people.

No Comment

"I should be grateful if you could continue to include the 16-plus examination in the 16-plus examination - is regarded as equivalent of an O level past at grade 1 better." Request to the head of a Sheffield college in connection with a pupil's application for a place there for September next.

Home counties teachers may lose cost of living rises

Teachers in and around London have been warned that local education authorities may find it difficult to pay increases in their cost-of-living allowances if talks drag on for another month.

Leaders are claiming increases in the allowances - which should have been revised last April - in line with cost-of-living indices, then around 13.8 per cent.

The local education authorities have said they are prepared to offer an overall increase of 7.5 per cent in the allowances if the teachers will accept it. However, they have warned that they do not want to pay any increase to those living in the

Home Counties so that more can be made available to those in inner and outer London.

Talks on the allowances are still deadlocked, however, although officials of both sides have promised to meet again over the next fortnight to see if this can be broken at the next meeting of the Burnham committee on March 3.

Mr Alistair Lawton, leader of the management side on the Burnham committee, said after Tuesday's meeting: "There is an ever increasing degree of urgency that we should reach a settlement. That money is currently available in this year's budgets of education

authorities for the settlement. However, there is no guarantee of them being able to carry it over for another year."

"Also, if it has to come out of next year's budgets, the local authorities may be penalized for spending it. There is every advantage in coming to an agreement before the end of the financial year."

Mr Fred Jarvis, leader of the teachers' panel and NUT general secretary said: "We are at an impasse. We are not in a position to haggle over 1 1/2 per cent or so. It is the principle of the thing. In the past we have always been paid according to the cost of living indices."



Bats are Gerald's spare-time racket

Mr Gerald Gurney, an English teacher at Colchester Royal Grammar School, has a rare collection of over 100 sports rackets and bats. Some date from the last century and the collection has taken 35 years to acquire. Pictured is Mr Gurney with his collection, thought to be the largest in existence, of early table tennis bats. He holds ping pong bats made from hollow vellum and dated around 1900.

Recruiting on campuses

by Paul Flather

Marlborough College, one of the country's top public schools, has been hunting for a new mathematics teacher among university lecturers facing redundancy, or with no real promotion prospects.

The school has written privately to about 25 vice-chancellors asking if they have anyone in their mathematics departments interested in Marlborough, which has 780 boys and 100 sixth-form girls. So far two responses have arrived.

Mr Roger Ellis, the headmaster, says in his letter: "I am writing to you because it seems possible that a member of an appropriate faculty might find his path blocked, or even his security of tenure at risk."

"We have much to offer the right person, with a large and strong sixth form and a tradition for mathematical enterprise. Accommodation is also on offer, and the salary, not disclosed, is 'above Burnham'."

The National Union of Teachers said it hoped, in view of the recent Crockett Report, that anyone appointed would have proper teacher training and qualifications.

Pupil profiles step up the workload for teachers

The interest being shown in pupil profiles as a supplement to the present examination system has failed to take account of the increasing workload such a scheme would place on teachers, a teachers' union said this week.

The National Association of Schoolmasters/Union of Women Teachers made the point in its comment on guidance published by the Department of Education and Science on the school curriculum.

Their comment says: "The NAS/ UWT shares the interest which is being shown in pupil profiles (using the term as a cumulative record of the all-round development of the individual) but we have yet to be reassured that due consideration is being given to the workload and staffing implications."

"Schemes involving detailed record keeping which prevented teachers from giving proper attention to the actual process of teaching would be a harmful development for the pupil."

The document criticizes parents and employers who exaggerate the importance of academic elements in the curriculum but comes out in favour of the continued existence of

public examinations. Mr Fred Smithies, deputy general secretary of the union, said: "Teachers, like nurses, are underpaid and overworked. All sorts of people, some of whom know better, constantly advocate changes and additions to the school curriculum which increase teachers' work load."

"The lack of scruple of government ministers in this respect is notable. Cutting your coat according to the cloth is a principle which could usefully be applied to more aspects of the public service than what can be afforded in terms of pay increases for those who work in the public sector."

Teachers must give more consideration to how pupil profiles should be prepared, says a discussion document prepared for the National Union of Teachers' secondary schools conference which takes place today and tomorrow.

The paper says the NUT is already committed to pressing for the use of profiles but suggests that the union should consider a more detailed statement of union policy on profiles.

NEW

Reading 360

LEVELS 1-3

WORDBANKS

For developing language and reading skills, and for reinforcing the vocabulary in the *Reading 360 Levels 1 to 3 Readers*.

- Each Level's Wordbank contains three cards for each word plus a generous quantity of blanks for teachers to use as individual needs arise. Question marks are also included.
- The Levels 2 and 3 Wordbanks include the words introduced in the preceding Levels.
- The Level 1 Wordbank also includes pictures of the principal human and animal characters from the *Levels 1 to 3 Readers* and corresponding word cards giving their names or appropriate nouns.

The accompanying Teachers' Notes suggest a wide range of activities and strategies for using the Wordbanks alongside the rest of the *Reading 360* materials.

Reading 360 Wordbanks are available in one complete package or individually by Level.

Reading 360 Wordbanks Levels 1-3 Complete (602 23187 B) £17.95 + VAT
 Reading 360 Level 1 Wordbank (602 23184 A) £4.95 + VAT
 Reading 360 Level 2 Wordbank (602 23185 X) £4.95 + VAT
 Reading 360 Level 3 Wordbank (602 23186 B) £3.75 + VAT

A detailed, illustrated prospectus is available (see coupon).

Published by Glyn and Company Ltd., FREEPOST, Aylesbury, Buckinghamshire HP20 1BR. (No stamp required if posted in the U.K.)
 Please send me a FREE *Reading 360 Wordbanks* prospectus.

Name _____

School Name and Address _____

Postcode _____ E562

John W. ...

Platform

Christopher Price, MP, chairman of the Commons Select Committee for Education, puts *The TES* report on prospects for this year's 18-year-olds (pages 19-22) into political perspective.

After the waterfall

However unconcerned the present Conservative Government may seem to be about those 18-year-olds who are currently jobless, it has never traditionally taken this cavalier attitude to those at the top end of the social scale. It was under Conservative governments that the massive rise in higher education was conceived and planned - first the Anderson Report in 1962, which guaranteed three years' state support to the academic elite - those who got 2 A levels and a higher education place; and then the Robbins Report which planned the capacity to ensure that this elite demand could be met. To put these measures in their political context is not to underrate the generous spirit in which they were conceived or the idealism which went into their execution. Nor is it to discount all Robbins said about trained manpower solving Britain's problems. But it remains true that there was a political context. The Conservatives knew that Britain's upwardly-mobile middle class wanted higher education for their offspring as a consumer good to go alongside their refrigerators and motor cars. For a couple of decades the new higher education system delivered the goods - and to a certain extent, the votes. The reality of 1982 is that the Conservative Government is no longer delivering the higher education goods to some of its most traditional supporters. Since the voting age fell to 18, this has had redoubled electoral consequences. In the 1960s, it was simply a

matter of losing mummy and daddy to the Liberals; now it is four and a half votes at risk, as whole nuclear families defect. The electoral consequences of a failure to deliver university places at 18 could be very severe. Not that their offspring will necessarily be unemployed or even denied a higher education place. The "waterfall effect" is still the rule in Britain, through which thwarted university aspirants take polytechnic places, polytechnic aspirants take jobs in banks and insurance companies which would otherwise have gone to 18-year-old leavers. The real sufferers are the unqualified 16-year-old leavers. But frustration still abounds - as much among the parents as the children. The traditional prize for the English parent who either buys respectable A levels in private education or otherwise pressurizes his offspring to achieve them, is that he gets rid of his children at 18, through the English (but not Scottish) higher education habit of criss-crossing 18-year-olds around the country.

In their late forties and early fifties, the middle class have the privilege of seeing their children go; for the rest, they have to keep their unemployed children in increasingly overcrowded conditions at home. This is not fanciful; last autumn I knew many parents who moved heaven and earth to switch at the last minute disappointed university-aspirant daughters into, for example, polytechnic surveying - partly for that £15,000 p.a. worth of taxpayers' money which was their birthright, but mostly to get them out of the house. The last-minute rush into the polytechnics and colleges has terrified the Government into all sorts of fresh schemes to put student limits on universities and polytechnics - the final nail in the coffin, not only of the Robbins principle but also of that once-prized university autonomy. Limits on the numbers of students in higher education are a new phenomenon in English politics; the frustration they generate must emerge elsewhere, and the Government probably understands this.

The dilemma for the Labour Party, however, is almost as great. It cannot commit itself to expanding every sector of education simultaneously, and higher education has never been the top priority. More important is to achieve a national system of student support for the 16 to 19-year-olds and mitigate some of the most philistine effects of the New Training Initiative which is to be launched shortly. A pledge simply to restore all higher education cuts would neither carry conviction nor assist in reshaping universities and polytechnics into the sort of open institutions which the newly-formed higher education group within the Labour Party has been calling for. But there should be much, within Labour's proposals for the next election, which 18-year-olds could respond to. First, for those who have missed out, proposals for second chances, a credit system, study leave and greater educational opportunities for the unemployed should point the way to repairing some of that damage; Labour will be a party that

In the next few weeks the Government will be publishing its White Paper on data protection, an arcane-sounding subject which nevertheless has important implications for all of us: the education service included. In plain English data protection is about personal information about people stored on computers and about the safeguards that are needed. Britain is almost alone among Western democracies in having done nothing to regulate this booming industry which reaches from central and local government through the health service to private companies. The Government has now been forced to act, partly because of the Lindop committee report on data protection, published in 1978, but mostly because of a Council of Europe convention on data protection which ministers signed last year and which Britain is currently in breach of. The Committee on Data Protection, chaired by Sir Norman Lindop, director of Hatfield Polytechnic, does not go as far, as some countries have on legal rights for the individual and the government will certainly not do so either. But Lindop did have some interesting things to say about records kept on children by schools, whether or not they were hand-written or kept on computer. (Almost all school records are still manual.) It raised the spectre of cradle-to-grave educational records maintained on a large proportion of the population, which could inevitably be linked up with other national computer-based record systems. It said parents should be allowed access to almost all school records, particularly where it is factual or about the home and family circumstances, if for no other reason than to ensure accuracy. The committee also pointed approvingly to the Buckley Arrangement, the law in the United States which gives parents and students over the age of 18 the right to inspect and correct school or college records, as a useful lead for a code of practice here. Education ministers have recently deliberately avoided an opportunity to give any kind of guidance on the keeping and disclosure of school records. (Some education authorities would have welcomed guidance.) Regulations on the subject introduced last year under the Education (No 2) Act 1980 made no mention of these issues despite the govern-

Lucy Hodges, whose book *Out in the Open?* is published this week argues that confidential school records should be looked at in the light of the current debate on data protection.

Time to open up on school records

ment's belief that there should be a large degree of openness between schools and parents. "Indeed the educational records kept on schoolchildren will usually consist almost entirely of the sort of information that is made available to parents in term reports and at parents' evenings and the like," Mr Mark Carlisle, the former Education Secretary, told the Advisory Centre for Education in a letter. (ACE challenges the accuracy of this remark.) Mr Carlisle continued: "A small number of cases may arise, however, when records may contain observations which it is considered should be dealt with in confidence; these might refer for example to neglected or ill-treated at home or otherwise at risk in some way, and in such cases the need for confidentiality is primarily in the interests of the pupil." There is also the question of respecting the confidentiality of professional medical, psychological or social work reports, many of which will not fit in any case to the property of the local education authority. These two arguments in favour of the present system of secrecy - that openness would give a licence to child-batters and upset other professionals - are constantly trotted out by local education authorities to defend the status quo. But do they really amount to very much and are they sufficient justification for denying a simple democratic principle that people should be able to challenge information collected on them which moreover they have often volunteered? I would argue that they are not. Teachers should not be writing details of uninvestigated allegations of child abuse on school records. Once they have been investigated (this should be done quickly) and they have been confirmed they may then be recorded. Why should they

not be done with the parents' knowledge? The argument that other professionals, such as doctors and social workers, would cease to provide where open can be met in one of two ways. Either exemptions could be created for their reports, a compromise which I would not favour and doubt whether teachers would elude the records of other professions should be made available to clients as well. The latter would obviously be a much bigger step to take, given the widespread acceptance of the confidentiality of medical records. But as one local authority official told an ACE conference: "You ought to tackle the medicals head on, then the rest will fall into place." The concept of medical confidentiality, elevated almost into a cornerstone justifying secrecy throughout the professions, is based on the Hippocratic Oath and is according to another local authority official "going to be the hardest nut to crack." As it is many teachers see the keeping of secret records as part of their professionalism, according to the Schools Council Survey *Records Keeping in Primary Schools*, published in November. But, unlike doctors and social workers, they have given very little thought to what information is gathered about their pupils and how. There is also very little regulation in schools about how records should be stored, who else should be allowed to see them, or about updating and destroying them. ACE's surveys in its magazine *Working* has found, for example, that information about students to elected councillors, the police and social workers, is often given away. Moreover, if it does get into the wrong hands, they may not admit to it, so conscious are they

Lords query on threat to Manchester jobs

Manchester's entire adult and continuing education service could be wiped out by massive cuts under consideration. Eighty full-time, and 700 part-time lecturers would lose their jobs. The cuts would also mean the loss of more than 650 teacher posts. But the legality of such a move was expected to be raised in the House of Lords this week by Viscount Combermere, who queried whether an authority could decide to close all its adult provision. Manchester's education budget is scheduled to be cut by £20m, most of it to be made up by a 15 per cent cut in cash support for the city's ruling Labour group to encourage the full use of the educational capacity in Britain. This week the education committee considered the implications of four levels of cuts - £6.7m, £10.1m, £14.5m and £19.3m. Under all these proposals, the adult education service would be badly hit. The lightest option would mean that the Manchester College of Adult Education, the country's only purpose-built adult education college would lose all its part-time staff. All three other proposals would mean its closure. The City of Manchester College of Higher Education is also badly hit - even the smallest cut would mean a severe pruning of the budget. All three levels of cuts would mean its merger with the Polytechnic. The two lower levels of cuts would avoid compulsory teacher redundancies, but the third would mean 366 teacher posts lost, and the fourth would lead to 659 jobs disappearing. The four levels of cuts are to be considered by the budget resources committee next week. Mr Fred Jarvis, general secretary of the National Union of Teachers, has asked the chairman of Manchester's education committee and leader of the council to meet a national delegation on the issue. Over 500 teachers turned out during half term week to demonstrate against the proposed cuts. "All the teacher organizations are united on this," said a spokesman. The most urgent issue was to persuade the city council against compulsory redundancies, he added. Manchester's education budget is scheduled to be cut by £20m, most of it to be made up by a 15 per cent cut in cash support for the city's ruling Labour group to encourage the full use of the educational capacity in Britain. This week the education committee considered the implications of four levels of cuts - £6.7m, £10.1m, £14.5m and £19.3m. Under all these proposals, the adult education service would be badly hit. The lightest option would mean that the Manchester College of Adult Education, the country's only purpose-built adult education college would lose all its part-time staff. All three other proposals would mean its closure. The City of Manchester College of Higher Education is also badly hit - even the smallest cut would mean a severe pruning of the budget. All three levels of cuts would mean its merger with the Polytechnic. The two lower levels of cuts would avoid compulsory teacher redundancies, but the third would mean 366 teacher posts lost, and the fourth would lead to 659 jobs disappearing. The four levels of cuts are to be considered by the budget resources committee next week. Mr Fred Jarvis, general secretary of the National Union of Teachers, has asked the chairman of Manchester's education committee and leader of the council to meet a national delegation on the issue. Over 500 teachers turned out during half term week to demonstrate against the proposed cuts. "All the teacher organizations are united on this," said a spokesman. The most urgent issue was to persuade the city council against compulsory redundancies, he added.

Pregnancy quiz on jobs defended

Chwyd county council this week defended its policy of asking female candidates for teaching and other council jobs whether they are pregnant and the date of their last period. "We need to know if a woman is pregnant on health and safety grounds," said a spokeswoman for Chwyd's occupational health department. "Her physical state might be a hindrance in certain jobs and there might be problems in teaching a subject like physical education. We want to make sure she is not topping around." Also some department want someone who is going to be in the job for some years and not leaving in the near future. It is rare that we need to get in touch with employees' doctors and all the information given us is completely confidential. Trade unions including the NUT, NAHT, SHA and AMMA are opposing Chwyd's policy of asking these questions.

Phone-in puts Sir Keith on the spot

Deciding whether or not to approve school closures was a very difficult duty, Sir Keith Joseph, the Education Secretary, admitted this week. Speaking on a one-hour "phone-in" from the London commercial radio station LBC, Sir Keith described decisions over school re-organizations as "one of my most awkward duties." He could offer no advice to one caller who telephoned about the closure of three primary schools in her area. He would have a "quasi-judicial role" in taking the final decision and could make no comment. Asked whether he wanted to abandon O levels and CSE's in favour of a single exam, Sir Keith said he would be making up his mind over the new few months. "How do you make that kind of decision," asked the programme's presenter, Brian Hayes. "Very laboriously," replied Sir Keith, with a hollowness. "One must consult experts but they don't always agree. The politicians are there to identify what is in the national interest, heaven help us." On education standards, Sir Keith said the picture was "patchy". Central government could do "very little more" to improve them. More assertively, he said that head teachers were crucial people. "Where the headteacher has high standards and administrators' fears about standards leading to less information being recorded and judged being communicated on the telephone from the school to the headteacher." Ruth Cohen, who has conducted some research in this country on projects where people are allowed to see their personal files, told him when children were shown their records they trusted the staff more who took part in analysing them. "It's a useful and solving them." The "Trust" looked at the Home Office Educational Guidance Commission in London. Here reports containing unsubstantiated allegations of child abuse are sent back to the people who wrote them with the comment that the centre does not have such information. Open records are coming



SAFETY'S FIRST CLOWN: Pierre the Clown, seen here at a Waltham Forest school, spends the 32 school weeks of the year teaching road safety, sees an average of 10,000 children a week, and hopes to reduce the horrifying statistic quoted by the Royal Society for the Prevention of Accidents: more than 50,000 children under the age of 14 killed or injured every year. Pierre's talks include the topics of crossing the road and not taking sweets from strangers. He travels throughout the country and during the next four weeks will be in Warwickshire and London.

Aston women lose course change wrangle

Two women students have lost their battle to sue the University of Aston for forcing them to change courses because of spending cuts. The decision by a Birmingham County Court judge on Tuesday, to quash their appeal could have wide-ranging implications for hundreds of students. Amanda O'Brien and Miss Clare Casson took Aston to court in a bid to sue the university for breach of contract and claim damages. Miss O'Brien, aged 26, was offered a place on a human communications course in 1980 but ended up studying human psychology because of the cuts. Miss Casson, 19, was given a place on a behavioural studies course, in-

Strathclyde's ban-the-belt move adds weight to cause

The Government's advice to Scottish local authorities last week that they should aim to have corporal punishment banned in schools by July 1984 at the latest, together with the decision by the education committee of Labour-dominated Strathclyde Regional Council, the largest local authority in Scotland, that it will ban the belt from August, mark major steps forward for the abolitionist cause in Scotland. Lothian region, also Labour-controlled and the second biggest education authority, already has decided to ban the belt, in spite of teacher furor. With banning decisions in principle having been taken by Fifé, for all its schools and by Western Isles and Dumfriesshire and Galloway regional councils for their primary schools, 70 per cent of Scottish pupils will shortly be attending abolitionist schools. It is, however, the effectiveness of these alternative sanctions that most teachers require to be convinced about. The COSLA report showed that virtually all the alternatives - removal from class, detention, regular reporting and referral of problem pupils to senior staff, withdrawal of privileges, informal suspension and special school units - had substantial weaknesses. The schools studied by COSLA which had adopted these sanctions in preference to the belt were very much pilot schools and therefore had extra resources placed at their disposal by their education authorities. In the current climate, this is unlikely to be replicated. Scottish teachers believe they have a "common-law right to assault" which will be upheld in the courts if they choose to ignore no-belting dictats. There have been some murmurs that perhaps an aggrieved Lothian school should step forward with a test case. But union leaders are sceptical about the likelihood of good sense of such an action. Nell Munro

Macmillan Students' Novels

The first five titles in this major school edition of classic English novels are published this month.

Jane Austen: *Pride and Prejudice*
Editor: Raymond Wilson
344pp Limp 0 333 32132 4 95p

Charlotte Brontë: *Jane Eyre*
Editor: F B Pinion
488pp Limp 0 333 32131 6 95p

Emily Brontë: *Wuthering Heights*
Editor: Graham Handley
344pp Limp 0 333 32132 8 95p

Joseph Conrad: *Lord Jim*
Editor: Peter Hollindale
344pp Limp 0 333 32129 4 95p

Charles Dickens: *Great Expectations*
Editor: James Gibson
488pp Limp 0 333 32127 8 95p

Macmillan Students' Novels are designed for students reading the great English novels for the first time - and, particularly, for first examination candidates. Newly edited by distinguished scholars, they contain just enough editorial matter for an intelligent and profitable first reading: a straightforward introduction, notes and eight pages of plates. Each book has a durable sewn binding and a full-colour laminated cover - at a highly competitive price. Five more titles will be published next year: *Sons and Lovers*, *Oliver Twist*, *Hard Times*, *Northanger Abbey* and *Huckleberry Finn*.

Order your free sample copy now

As an introduction to the series, we are giving away a Macmillan Students' Novel to any teacher who wants one. For your free sample, please indicate which of the two available titles you would like and send this form to: Promotions Department, Macmillan Education, Houndmills, Basingstoke, Hampshire, RG21 2XS.

Pride and Prejudice *Jane Eyre*

For inspection copies of the other books in the series, please print author, title and ISBN in the space below

Name _____
School _____
Address _____

M MACMILLAN EDUCATION

MPs call for tougher probation

by Biddy Passmore

Teachers' salaries should be restructured to avoid the frustration of staff unable to get promotion because of cuts and falling rolls, the latest report from the Commons Select Committee on Education says.

The report on the 14 to 16 curriculum, published this week, recommends that the probationary period for teachers should be made much tougher. It says the present scale 1 should become a probationary grade covering the first three years of teaching.

Young teachers would then have to pass a kind of "efficiency bar" to reach the next grade, which would be scales 2 and 3 merged. There would be fewer scales with an emphasis on incremental enhancements for increased responsibility and more provision for "senior teacher" posts, which would help to keep good teachers in the classroom.

Failing this restructuring, their report suggests that the present probationary year should be extended to either two or three years.

As reported in last week's TES, the Select Committee urges speedy action by the Government to integrate machinery for teachers' pay and negotiations and calls on the DES, in conjunction with local authorities, to draw up national criteria for making teachers redundant.

To help, i.e. as slim down their teaching force, it also says that sums for early retirement should be identified separately in the Rate Support Grant. A national agreement on re-deployment should also be drafted by the DES and local authority employers for negotiation at national level.

The MPs lend strong support to staffing policies drawn up on the basis of curricular needs rather than the number of pupils on roll. They recommend that the DES should publish examples of good practice in curriculum-led staffing - and that Her Majesty's Inspectorate should report on the degree to which current funding levels allow for their implementation locally.

The Department should also examine the feasibility of using curriculum-led staffing to calculate the amount local authorities should spend to provide a standard service, they say.

The report gives cautious support to the new single system of examining at 16 plus. But the Select Committee believes there are "very real problems" inherent in its introduction and urges the Secretary of State "to ensure, after wide consultation, that what develops is a coherent examination system, giving full opportunity to children of all aptitudes and abilities".

On Tuesday, the Committee's Chairman, Mr Christopher Price, said he considered the new exam as "part of the furniture" and said it was most unlikely that Sir Keith Joseph, the Education Secretary, would announce that it would never take place. But Mr Harry Greenwood, a Conservative member of the Committee, said its introduction should be delayed by two years at least.

The Committee rejects the notion that Sir Keith should fix national criteria for the new exam, which it says would give future education ministers unprecedented power to influence and even prescribe the curriculum.

"We are neither convinced that the Secretary of State has the necessary resources to discharge this power nor that, in principle, a political minister should have it," says the report. "We believe that the responsibility for the setting of national criteria is properly a matter for a reconstituted Central Advisory Council."

The Committee supports the notion of graded tests, along the lines already being tried for modern languages, to improve the motivation of the average and the less able. They should be extended experimentally to one or two other subject areas, such as mathematics, says the report.

In addition, it supports further work on a national, standardized form of profile for pupils of all levels of ability.

On the curriculum generally, the MPs propose that governing bodies should refer to certain written principles in exercising oversight of what is taught in their schools.

They suggest that these should include ensuring that each pupil leaves school with a reasonable command of basic skills in literacy, communication and numeracy and that all pupils



Christopher Price: "the furniture" should be able to follow "a broad and balanced curriculum" up to the age of 16.

All pupils should also have the opportunity to gain experience outside the work of school, to "participate in some creative activity for display or performance" and to develop moral values. "For every boy or girl," they say, "we advocate a guaranteed curricular offer".

They also recommend a change in the law to give the Secretary of State powers to intervene where "a nationally agreed guaranteed provision" appeared to be at risk. It is not clear from the report who should agree on this provision.

It says, however, that HMI should tell the Secretary of State when they think curricular provision in schools is inadequate and the onus should be on him to explain why he does not accept the validity of their judgment.

The report contains harsh criticism of the present method of financing education in which, for instance, extra funds for the education of immigrants have to be channelled through the Home Office ("Section 11" money) and extra money for computers in schools comes through the Department of Industry.

It proposes that the DES should have the power to "prime the pump" of new developments of national importance, such as micro-computers, on a temporary basis. In addition, certain aspects of local authority finance where provision is becoming dangerously uneven should be re-

moved from block grant altogether. This is true, it says, of in-service training, which should receive full grant funding from the DES to cover up to 85 per cent of the cost.

In-service training receives heavy emphasis in the report, which proposes a national system of sabbaticals as part of the revised conditions of service and a contractual obligation to further training for all serving teachers.

Over the next decade, it says in-service training will have to be very heavily focused on the needs of teachers who are not teaching their main subject, even at the expense of the continuing support for existing specialists. And it proposes that priority be given to mathematics, English, religious education and science.

The Select Committee lends its weight to a higher priority for the special educational needs of ethnic minority pupils. "Section 11" funding should be extended, it says, and both local education authorities and teacher training institutions should institute a fundamental reappraisal of their policies on this aspect.

It suggests that positive recruitment policies should seek to recruit a significantly higher proportion of teachers from ethnic minority communities. The teaching of ethnic minority languages should also be given increased attention although the main objective should be to ensure that all pupils are fluent in English.

On religious education, the MPs' report proposes that the expression "religious instruction" should be replaced by "religious education" in the 1944 Act. It warns that "the school act of worship is in danger of falling into disrepute and that schools are badly in need of considerable guidance".

The report welcomes the contribution made and choice offered by voluntary denominational schools and recommends that their continued existence within the maintained sector be guaranteed.

The secondary school curriculum and examinations with special reference to the 14 to 16-year age group, House of Commons Paper 116-1 (Stationery Office, £7).

Strike curb fear on Bill

by Richard Garner

Teachers' leaders are studying the legal implications of the Government's controversial Employment Bill which they believe could curtail their right to strike.

Union leaders are worried by clauses outlawing political strikes and by the possibility that the Government might stage a national strike over any claim.

Both the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are opposing a Bill, which has just had its first reading in the House of Commons.

In addition, the NASUWT has asked its lawyers to study the Bill in relation to trade union immunities resulting from a dispute.

The union is worried about wording of the legislation which empowers the union from taking action against her employer.

The NASUWT believes it may not cover teachers who are declaring their intention of action against a group of employees (the local education authority) represented on the Bunkan committee, which negotiates teachers - in the event of a pay dispute.

The NUT is also worried about clauses forbidding secondary picketing which only allow workers to picket their place of employment. Teachers believe this could prevent them from picketing their schools since they are employed by the education authority - or from picketing Parliament if a rigid Government policy had caused the pay dispute in the first place.

Mr Norman Tebbit, the Employment Secretary, has said that he does not believe his Bill infringes on trade union's right to organise industrial action over a pay claim or defence of jobs.

However, the NUT has said it is likely to make known its opposition to the Bill at a special conference called by the TUC in April. Mr Nigel de Gruchy, secretary of the NASUWT, said the union opposed the Bill but added: "I don't think we would go to the over it."

CASE calls for change in law on schools standards

by Biddy Passmore

The leader of a parents' group whose appeal to the Education Secretary about school standards was rejected this week says the law must be changed to clarify what legal standards are.

Mrs Hilary Minor, chairman of the South West Surrey Association of the Confederation for the Advancement of State Education (CASE), said she backed the call by MPs for action to ensure that a minimum level of provision is guaranteed.

As the TES reported last week (see also page 6), the report by the Commons Select Committee on Education says the law should be changed to give the Education Secretary powers to intervene where "nationally agreed guaranteed provision" appears to be at risk.

It says the DES appears to view the Education Secretary's present powers to intervene under the 1944 Act as "dangerously punitive measures, difficult to enforce in the courts, and... of absolute last resort".

This interpretation seems to be supported by Sir Keith Joseph's action this week. He rejected the parents' plea for him to intervene or call for a local inquiry because, he said, he was not satisfied that Surrey was failing to discharge its duty to secure "efficient education" or to secure the provision of schools "sufficient in number, character and equipment" to meet the requirements of local pupils.

The parents' group has complained that Surrey schools were desperately short of books and equipment, that many had not been decorated for 15 years and that essential provision was increasingly being funded through parental contributions.

The DES letter says: "The Secretary of State has noted that both as a result of financial constraints and as a consequence of falling school rolls, the local education authority has found it necessary to make reductions in some aspects of its education."

But, it adds, the education acts prescribe the minimum legal standard of provision "only in general terms and their interpretation involves a substantial element of judgment."

On parental contributions, Sir Keith "notes that many schools in the county benefit from active parental support but he has seen no evidence that such parental contributions are other than freely given. "The Education Secretary does not think the authority's policies and practices in this respect are in breach of the law," the letter adds.

"The DES is not contesting the facts", Mrs Minor said angrily this week. "They're saying it's all true but it's not illegal. A new definition of the law has got to be fought for otherwise under the present nebulous arrangements i.e. as it will cut and till the provision is reduced to four walls, a roof and half a teacher."

Study breaks down costs for 16-19s

by Hilary Wilce

A detailed manual offering a method for assessing the costs of providing different kinds of education for 16 to 19-year-olds was published yesterday.

The study, prepared by a major management consultancy firm, was undertaken after last year's Macfarlane Report pointed to the need for a common approach to costing.

It points out that while it can pinpoint the main costs involved in providing different school or college systems, relative costs depend heavily on local circumstances.

It also emphasizes that costs must be considered over a period of years; that transitional costs must be included, and that the cost of changing provision for 11 to 16-year-olds must also be taken into account.

The study suggests a 12-stage approach, looking at pupil number projections, curriculum analysis, and the costs of staffing, premises, capital expenditure and transport costs.

The costs most likely to vary between options, the manual says, are those of teaching, recurrent expenditure on premises, non-teaching staff, transport costs and capital expenditure.

To illustrate the method, examples are given of assessing provision in a county town and a metropolitan borough, as well as estimating the number of teaching groups for A-level and non-A level pupils.

The Secondary Heads Association recently criticized the delay in publication of the study. "Local authorities are being forced into drastic measures to make economies, without having the guidance which was promised them," Mr John Sayer, former president of SHA, said.

Costing educational provision for the 16-19 age group, by Arthur Young McClelland Moores & Co. from Publications Despatch Centre, DES, Government Buildings, Honeycroft Lane, Stanmore, Middlesex HA7 1AZ.

Ulster petition

Mr Gerry Fitt, Independent MP for Belfast West, last week presented a petition to the Prime Minister signed by 75,000 people protesting about education cuts in Northern Ireland. The petition is the culmination of a campaign against the cuts mounted by the 5,000-strong Ulster Teachers' Union.

Row over half-term

by Richard Garner

Teachers have reacted sharply to an order from a local education authority that they should give up their half-term holiday and stay in school to teach.

The move has been made by the Labour-controlled mid-Glamorgan county council because children lost eight days schooling at the beginning of this term because of adverse weather conditions.

The National Association of Schoolmasters/Union of Women Teachers has declared itself in dispute with the authority - and told its members they should treat next week as if it was half-term.

Mr Terry Casey, NAS/UWT general secretary said: "We're not insensitive to the problem, i.e. that the kids lost schooling, but we are annoyed about the way in which the chairman of the education committee arbitrarily declared that the schools

would stay open. "All our agreements would be worth nothing if we allowed someone just to come in and tear them up at will - so we have declared ourselves in dispute with the authority."

Mid-Glamorgan, faced with the dispute, offered the teachers the alternative of adding eight days on to the summer term instead - which has also been rejected by the union.

Now, with the backing of other teachers' unions, the county council is going ahead with its plans to keep the schools open during the half-term holiday - although it will give them a holiday on Friday.

Mr W. Aylwyn Jones, the county's Director of Education, said: "The schools will be open next week and we shall have to see what happens if the NAS/UWT teachers don't turn up. They could be putting themselves in a sort of strike situation."

Campus tenure plans studied

Proposals by the vice-chancellors' committee to limit academic tenure are now being circulated among universities. But they seem certain to cause open conflict with the Association of University Teachers, the lecturers' union, which has already de-

scribed them as "disgusting". At a meeting of vice-chancellors last Friday, it was agreed to start discussions on changes to the present system of tenure for lecturers, which virtually guarantees them a job until retirement.

Bert Lodge looks at the plight of two girls who have been forbidden to play football with boys.

FA slaps ban on two girls

Two school girls must stop playing football with their school team because the Football Association forbids mixed matches. Their sports teacher is calling for a change in the law after the Equal Opportunities Commission told him they were powerless to help.

The girls, Jane Bartley and Hope Powell, both aged 15 from Abbey Wood secondary school in south east London, play for a women's team outside school. Their teachers, Mr Alan Moreland, wanted to offer them permanent places in the school's previously all-male team after watching them play.

"We were two players short in a recent match," Mr Moreland said "and someone suggested that the girls should be asked to play. It was obvious during the match that they were good enough to carry on with the team but we were then told it is against the rules of the Football Association for players over the age of 11 to take part in mixed matches at cup or league level. They can only play in friendly games between schools with the permission of both head teachers."

"The present equal opportunities legislation gives an exemption for sports that require physical strength or stamina. A test case by a woman footballer failed in 1977 and the Equal Opportunities Commission says that the only hope for the future lies with an amendment to the current legislation. One is due to come before the House of Commons during the next few months."

"The FA say that girls are at a disadvantage in mixed matches which is complete nonsense," Mr Moreland said. "Football is an option for fourth year pupils at this school and interest among the girls is growing. The rule is particularly unfair against women who might want to become professional footballers!"

A spokesman for the Football Association said that the rule was made because of physical risk to players.

Women players offer no support for feminist view of mixed games

The two 15-year-old girls footballers recently banned by the Football Association from playing in league games for the school were to seek champions among the Women's Football Association they would be disappointed.

"We don't agree with mixed football," Miss Linda Whitehead, national administrator for the 250 teams affiliated to the WFA, said this week. "We feel we don't really want to compete with the boys."

The reply from the feminist lobby is of course, that that's not the point. "You've got to establish this right which inspired the Equal Opportunities Commission to take a test case to the Court of Appeal in 1978. The case was lost."

It revolved round little Teresa Benett who had been playing for her junior school side but had reached the age of 12 and was told she could play no more. This is a FA ruling which forbids players over the age of 11 to play in mixed teams in either league or cup matches. Friendlies are a different matter and who has not heard of a ladies XI - even a XV - billed to play a light-hearted 20-minute match against the men on some fund-raising carnival occasion? The Football Association case rests on section 44 of the Sex Discrimination Act, 1975 which allows sport

governing bodies to discriminate in relation to any sport, game or activity of a competitive nature where the physical strength or physique of the participants puts her at a disadvantage to the average man."

If the game required a high physical strength then it is a competitive nature and it is self-regulating and a few females have argued for a men's women's team (oh how few - eight-stone men). Yet in a 13-year-old girls' football side in Yorkshire and one in the district secretary, the Amateur Rugby League had no grounds for excluding her. Nevertheless, the FA's principle seems to have been applied and apart from one (played mainly for the benefit of a television camera, cynics say) the lady hung up her boots on competitive mixed rugby."

The schools go on recruiting by league and rugby union simply never had to face the prospect of a ladies XI. Mr Ron... had to rule on it. Mr Ron... the schools union secretary... adding the gallant sophistry... women do not play rugby... cause they are ladies."

HESTAIR HOPE
Catalogue 1982

"I didn't know there was so much in it!"

HURRY! POST NOW FOR YOUR FREE FULL COLOUR CATALOGUE

To: Hestair Hope Limited, Freepost, St. Philip's Drive, Royton, Oldham. OL2 6BR

I would like a copy of your 1982 catalogue for: (please tick)

- Pre-School
- Primary Education
- Middle & Secondary Education
- Further Education
- Special Education
- Laboratory Consumables
- Price List

Name _____ Address _____ Postcode _____

TES/19/02/82 NO STAMP NEEDED IF POSTED IN U.K.

Hestair Hope
a whole world of education

Hestair Hope Limited, Freepost, St. Philip's Drive, Royton, Oldham. OL2 6BR Tel: 061-652 1411

SERVICE IN DRESSES, BLOUSES AND MATERIAL

HENRY TAYLOR (Outfitters) LTD
119-121, High Street, Walthamstow, E17 4RX
Telephone: 01-421 2413

John W. Little

New Third World programme 'dodges vital issues'

BBC series is poorly received

by Sandra Hempel

A new BBC education series has met with strong criticism from groups of teachers who accuse the programme-makers of dodging vital issues.

The series One World, which consists of fortnightly television programmes and a weekly radio broadcast, looks at development in the Third World. One of the first programmes tackled work and economics in the Caribbean and critics say its unquestioning acceptance of subjects like the role of multi-national companies in the area could do more harm than good.

Teachers, including many members of the West Indian community, attended a recent one-day seminar on the programmes organized by the Centre for World Development Education and the Centre for Urban Educational Studies. The concern expressed led a group to plan a set of "alternative" background notes to the series.

In a letter to the BBC two CUES course tutors, Hilary Mutch and Marion Pencavel, claim that "The use of these programmes without careful thought and preparation and without critical discussion could reinforce stereotypes and biases. The use of positive images of reasonably affluent West Indians is not a substitute for a carefully thought-through

approach to development issues".

The tutors say the bias is towards Eurocentrism, endorsement of capitalist values and covert racism.

"It seems churlish to criticize a programme which sets out to make the Third World meaningful to 9 to 12-year-olds and the production is a welcome initiative by the BBC," Mr Russell Proffitt, black teacher and London councillor, said. "But it did not attempt to cover the doubts and criticisms that people have about the effects of tourism and the multi-national companies in the Caribbean. The whole notion was one of the Third World dependent upon the largesse of the rich North."

"The imagery was the tired old cliché of squalor and steel bands. There was no attempt to look at the alternatives to dependence on the developed world such as the efforts going on to develop the Caribbean's own sources of energy. In the hands of a teacher who has not prepared the lesson properly this could do damage."

Mr Proffitt said the programme-makers should have made more effort to consult those involved in development education before starting out. "They said they had talked to a number of people but they cannot have been the right ones."

Teachers had "a lot of misgivings" about the programme, according to Mr Peter Wardle of the Association for the Teaching of the History of African Peoples. "The programmes must not be used on their own but with other resources bringing in a different perspective. The series seemed to present the view not of the Third World but of an English producer."

Mr John Prescott-Thomas, head of BBC schools television broadcasting, said the aim of the programmes was to give a simple perception to primary school children of the interdependence between underdevelopment and developed countries.

"It was primarily a geography programme and did not attempt to set out sophisticated political concepts to young children. The producer consulted a large number of people before making the programme, both here and in the Caribbean."

"The critics seem to regret that their particular line has not been made explicit in the programmes. I thoroughly agree that the programmes should not be used without careful thought and preparation and this applies to every programme we make. It is also a little early to judge a series of five programmes on the basis of the first two."



Jane Hadrill feeds baby Rosie

A lesson in taking your baby to school

Margaret Wood did not want to leave her 12-week-old baby in the care of a child minder. She solved the problem by bringing the baby with her when she returned to her teaching job at Harrington Hill Primary School in North London.

If she had not been able to, the school would have lost an extremely experienced teacher who had taught in the school for 11 years, eight of them as deputy head.

Baby Sarah is now an alert and talkative two-year-old. She has been joined in the staffroom by two more babies - 10-month-old Rosie and 11-month-old Louise.

Ken Mines, the head of Harrington Hill, is sympathetic to the dilemma his staff face in choosing between their children and their career. So when Margaret suggested setting up a child-minding service within the school, he agreed.

Jane Hadrill, who brought baby Rosie back at five months, is delighted with the scheme.

"To have this choice is fantastic. Coming back to work was so easy because there was no emotional wrench about leaving the baby behind and it made the gully feelings easier about fulfilling one's role as a mother and as a teacher."

Val Grantham, the baby minder, finds the arrangement ideal, too. Divorced with two boys at the school, she earns £10 a week for each baby and has her children's holidays free. After dropping off her own children at the school, she takes the babies

shopping to the local park and school nursery. At breakfast or lunch, she brings them back to school so that their own mothers can eat with them and have time to play with them.

The three mothers stress that careful organization is the essence of the scheme's success. At the beginning of each week they have to bring coats, toys and all the other necessary paraphernalia. The baby minders must be someone they can rely on completely so that there are no interruptions when they are teaching.

But nor is there the frantic rush at the end of the school day to pick up the baby. Val brings their child to the classroom and they can finish preparing for the next day or clearing up before going home.

The babies get all the stimulation and attention they could possibly want - from the other teachers, from the equipment in the school nursery, and from the school children who queue up to look after the babies and profit from a living example when it comes to doing work on child development or health care.

What do the other staff think? "One put it 'Well, it can be a bit difficult when you get the other children crowding into the staffroom to look after the babies. But here you have three excellent teachers who couldn't do their job properly if they were worried about their babies and who hardly ever have to take time off."

Julia Hagedorn

PE pessimism grows over more sports centres closing

by Bert Lodge

A decision to close two, and possibly three, more schools sports centres is expected to be made before Easter by the Inner London Education Authority.

This will leave only six or seven of the 10 centres established after the war to ensure grass sports provision for every London school child.

There is growing pessimism among London physical education teachers that closures have already been unofficially decided and that more will follow.

Goresbrook, in the borough of Barking, was phased out in 1980 and the two awaiting decision next month. Priest Hill in Sutton and Oakfield in Redbridge, could follow this year and next. The future of Warren Farm in Southall is also in doubt.

Use of the centres by primary schools was stopped in 1980.

An ILEA spokesman denied this week that any decision had been taken or that the proposal to phase out sports centres had anything to do with the new school premises regulations introduced last year enabling local authorities to sell off land considered surplus.

The regulations introduce a new concept of usable space to replace gross space, allowing the net surface area of school sports fields to be smaller than previously.

The programme of rationalizing facilities was embarked upon in 1979, the spokesman said. It was part of a wider programme to improve sporting provision for schools.

A report to the education development subcommittee in 1979, referred to an improvement programme planned to start that year. One of its aims was to reduce the amount of curriculum time spent travelling.

The committee was told: "Some pupils may spend more time sitting in coaches than they do taking part in physical activity."

But the plan also allowed the authority to relinquish the use of fields of poor quality and/or in inconvenient

situations". It stressed however that "in the identification of surplus, quality of provision will be an important factor".

Despite ILEA being able to point to falling rolls as an additional justification for economizing on far-flung playing field provision, some bodies, notably the Central Council for Physical Recreation, are watching developments with some cynicism.

The CCPR points out that in the area of the sports centres are freehold interests held by the education authority which could be sold to interested bodies.

As far back as 1975 the development subcommittee ceded 40 acres of the Priest Hill sports centre to the London Fire Brigade and in 1978 agreed to disposing of the leasehold interest of the remaining 20 acres to a consortium of clubs.

Mr Nigel Hook, CCPR technical officer, said they feared the education authority was trying to cut back on sports centres by encouraging schools not to use them. "Yet fewer than one in 10 have adequate playing areas on site, London schools have to travel."

One teacher has described the consequences to a school of losing access to a sports centre. "The closure of Goresbrook meant that instead of 12 netball courts we were left with two. We suffered a tremendous reduction in athletic facilities with pupils having to walk a long way to reach limited facilities," said Mr Bob MacDonald, head of PE at Maysbrook comprehensive school, Barking.

Mr MacDonald, who has been at the school for 14 years, also claimed they now had no tennis facilities for junior pupils. "This is a waste for we have recently purchased special small rackets for that age group."

"Cricket, in the borough has been decimated, including all district cricket. At our lower school site we have no showers as we had at the sports centre. Now it is difficult to encourage cleanliness after a games session, especially when the pupils are older."

Drop 'foot wart' ban

Pupils with foot warts should not be excluded from swimming lessons. And the practice of teachers checking children's feet for verrucae is a waste of time, an area health authority says.

Checking for foot warts is also a waste of time. "Studies have shown no difference in improvement rates of treated as against untreated verrucae."

The community child health service in Avon has already decided to hold no more verrucae clinics.

The information is in a leaflet from the Avon specialist in community medicine (child health), Dr Marie Freeman.

"Verrucae are a nuisance, very common and the subject of much ill-informed folk lore," Dr Freeman says checking children's feet for signs of warts and then excluding the children from the baths does nothing to reduce the spread of infection because the infection has probably been there during the long incubation period - one to six months - when nothing is visible.

Without treatment the warts will disappear anyway because the body builds up a natural resistance to the virus once it has entered the skin. Treatment may actually interfere with this process.

"There is evidence to suggest that where treatments have been applied to a wart before this immunity had been built up, re-infection is likely to occur."

Many experts believe that because so many children get foot warts it is better to spread the virus, rather than attempt to control infection, so that the affliction occurs early in children's lives.

On the special socks recommended for use in swimming pools by verrucae sufferers, Dr Freeman comments: "Knowing the information in this leaflet, you can decide for yourself whether they are worth the expense and trouble."

A spokesman for the Institute of Baths and Recreation Management said they did not necessarily endorse the views of Dr Freeman. There were differing opinions on the subject.

Call for broader curriculum

Comprehensive schools should provide pupils with a curriculum which is broad, balanced and available to everyone, rather than concentrate on the three Rs of reading, writing and arithmetic, the Right to Comprehensive Education pressure group said in a pamphlet published last week.

The document, which represents their first attempt to define what a comprehensive school's curriculum should provide, is based on a conference the group held last year and calls for the divide between "academic" and "non-academic" education to be scrapped.

It also says there was broad agreement that comprehensive schools should have a reformed curriculum that is both common and universal - and overwhelming opposition to the present examination system.

In papers to the conference, contributors stressed that the curriculum should be "a deal between teachers and learners" or "a contract".

Papers were contributed by 12 of the leading advocates of comprehensive education, including Ms Margaret Maden, headmistress of Isl-

ton Green School and Dame Margaret Miles, a former headmistress.

All of them stressed the need for a broader curriculum which concentrated on areas of experience such as literacy, numeracy, social study, scientific study, art and craft education, physical education and moral education.

Dame Margaret in her paper stressed: "If core curriculum concepts, the examination monster that torts both the content of the curriculum and the way it is taught. It can vast sums of public money and kills not only the confidence of many hundreds of young people, but also the educational potential of the few months of the compulsory period of schooling. We look for a George to tackle it."

Contributors also agreed the assessment should be done on the basis of pupil profiles, which would give every pupil an agreed statement of his or her capacities, achievements, interests and ambitions rather than by examinations which leave thousands of youngsters without a statement of their abilities.

E J Arnold Educational Supplies 1982/1983

The new E.J. Arnold 1982/83 Educational Supplies Catalogue, That's what. It's grown by 44 pages to a heavy weight 460 pages, and in design and presentation, it's changed out of all recognition. But inside, you'll find the same top-quality goods at competitive prices, the same commitment to first-class service, and the same imaginative and innovative ranges that you have always associated with E.J. Arnold. Only now there are well over 500 new items to choose from.

THE CATALOGUE THAT'S IN A CLASS OF ITS OWN.

You'll find that the new catalogue not only offers you the most comprehensive range of educational

quality musical instruments for Primary and Middle Schools and an exclusive school calculator from Denmark.

COMPETITIVE PRICES

Throughout the catalogue you'll find STAR BUYS which offer excellent value-for-money and on which you can make real savings - but STAR BUYS apart, you'll find the whole catalogue is keenly priced to give you the best value all round.

SPECIALIST CATALOGUE SECTIONS

If you find that your own specialist area of responsibility is covered by just one or two of the sections of the catalogue, then we would be pleased to send you a personal copy of the section(s) you require. Just complete and return the coupon below.

7 DAY DELIVERY TARGET

One particular area where we know we have significantly pushed up standards is service. Even during the peak ordering season in 1981, we were able to service orders in around 7 days - and in 1982, we'll be trying to do even better than that.

So what does it all add up to? Better service for you. Better products for your classroom - and more of them. All brought together in the most attractive and easy to use educational supplies catalogue available.

Make sure you take a good look at your school's copy of the new E.J. Arnold catalogue for 1982/83. It's the one book you'll want to go back to again and again.

WHAT'S THICK AS TWO SHORT PLANKS?

equipment available - which means you can order everything you need from one source - but each of its pages has been specially designed to make it easier to use and more informative.

So although it's bigger than ever and contains more products it has in fact been re-organised to simplify your task of choosing and ordering.

COMPLETELY NEW RANGES

There are a number of major new ranges to catch your eye - Art and Pottery ranges for Secondary Schools, an extended range of microscopes and magnifiers. A completely new range of

Please send me a copy of the following section(s) from the 1982/83 E.J. Arnold Educational Supplies Catalogue.

EARLY YEARS MUSIC
 MATHS AND SCIENCE ARTS AND CRAFTS
 STATIONERY AND AUDIO VISUAL FURNITURE
 SUNDRIES AND STORAGE

Name _____ Position _____
 School _____
 Address _____

Education Authority _____ T.E.S.I.
 Return to E.J. Arnold,
 Education Marketing Dept.,
 Butterley Street,
 LEEDS LS10 1AX. **E J Arnold**

"I think teachers are frightened that if they don't make a statement now the cuts will be worse next year. We'll see another 200 jobs going..."

This comment, made by an infants teacher in Barking and Dagenham, seems to sum up the attitude of teachers in the borough who have just given overwhelming support to a call for indefinite strike action over the latest round of cuts planned by the authority's controlling Labour Group.

This week saw the start of their campaign against these cuts with the borough's 11 secondary schools facing a three-day strike by all teachers belonging to the National Union of Teachers.

After half term next week the strike will become all-out and include the 45 primary schools. Mr Joe Buckler, council leader, admits: "We'll see very little education in the borough if that happens."

Judy Cairns, the teacher who commented that she feared the cuts might get worse, works at Ripple Infants School and has seen the extent of the cuts already made by the borough.

Last year the authority axed 80 teaching posts - 60 in secondary schools, the rest in primaries - and only agreed to lift the threat of compulsory redundancy after a similar strike threat from the union. Eventually, premature retirement, natural wastage and redeployment accounted for the 80 posts.

But these cuts left their mark. As Ms Cairns says: "We lost one teacher last July who used to work part-time and took groups for extra individual help - not necessarily remedial groups but any group of children who would benefit from more individual teaching."

"As a result, the class teacher was left with a smaller class and it benefited everyone. Also, she could cover for classes and she did a lot of work for our drama production."

"Also, we've got a reception class and until now there has always been a nursery assistant with them. We won't have that during the next year. That means the teacher won't have any help for tying a shoelace or things like that."

The cuts have had a far greater effect on the borough's secondary schools. Remedial work has suffered and many craft subjects are now being taught in larger groups - and in conditions considered unsafe by teachers.

Mr Chris Giles, press officer for the Barking and Dagenham association of the NUT, said: "They're probably not illegal, just unsafe." Teachers and education officials believe there is a greater danger of accidents now the size of teaching groups for subjects like chemistry has increased.

At the same time one school now has nine of its 13 staff teaching mathematics while untrained in the subject. Another has no music, shorthand, physical education for girls or religious education in the fourth year. A third has axed music, dancing and German.



Ken Jones directs operations at strike headquarters

Digging in hard as fear of even bigger cuts takes grip

On top of these cuts, the authority is now proposing to axe another 84 secondary school teachers' jobs and a further 65 in primaries.

It is this proposal that brought an 87 per cent response in favour of strike action by secondary school teachers and a more than 70 per cent "yes" vote in primary schools.

The likely effect of the new round of cuts is that possibly four of the 11 secondary schools will be unable to sustain a viable sixth form and will have to make arrangements with neighbouring schools.

Also, several subjects ranging from computer studies and woodwork in one school to German, French and geography in another are likely to be dropped from the curriculum.

Teachers and councillors agree that the cuts will lead to a reduction in standards. But Mr Buckler stressed that the cut in the education

budget was less than other departments were facing.

He said: "There's 15 per cent cut in the libraries department, 12 per cent in environmental health, a similar figure in the cleansing department and education is facing a seven or eight per cent reduction. And bear in mind the education budget is something over 50 per cent of our total budget."

Mr Duckler adds that the teachers - during talks - said they wanted to keep the pupil/teacher ratio at its September, 1981 level. "Even with the cuts, we would still have a much better pupil/teacher ratio than any of our neighbouring authorities."

"We are not making teachers redundant, either." Jobs will be lost through early retirement, vacant posts not being filled, redeployment or something of that nature - and there will be no redundancies, not

this side of the summer term. "To meet the teachers' figures an education budget of an extra £1.2 million would have had to be prepared - and, once we have been penalized by the Government for being an overspender, it would have meant nearly £2.5 million extra."

The teachers, however, are prepared for a long battle over the cuts, which will inevitably spill over into the local election period. This week they were drawing up plans at the local amalgamated Union of Engineering Workers' offices - which has become strike headquarters.

The NUT's national leadership - often criticized by its left wing for failing to provide leadership against the cuts - is also backing Barking and Dagenham to the hilt.

Mr Fred Jarvis, the union's general secretary, has said Barking and Dagenham's proposals will lead teachers and the education service "down a destructive road."

"Teachers do not take strike action lightly," he added, "but our lengthy efforts to persuade Barking to see sense have so far fallen on deaf ears."

Next weekend the NUT executive will consider a call for a half-day strike of all teachers in inner and outer London on March 10 - the day a full council meeting is being held in Barking and Dagenham to agree the

budget. Teachers in the neighbouring borough of Newham have promised support for such a move if it is agreed. Striking teachers in Barking and Dagenham will receive full pay during the stoppage through the union's sustenance fund at a cost of £95,000 a week.

Mr Ken Jones, secretary of the association, was asked if teachers should be paid. He said: "In a word 'yes'. When we are the council we had taken that action and they didn't think that were in a position to offer us anything."

Meanwhile, Mr Buckler thinks that Barking and Dagenham have been picked out by the NUT leadership for support for strike action because "they think we could be a soft touch." "We are a small borough, relatively," he said, "and it won't cost them so much."

However, teachers say the strike is being called "because the horrific nature of the cuts has been so disastrously shown already in schools."

They believe the ruling Labour group is worried about the impact the Social Democrats may make at the council elections and is determined to keep its ratepayers' votes.

Richard Garner

Travelling adult students may have to pay higher fees

by Hilary Wilson

All students who travel into London for adult education classes will have to pay higher fees than London residents, under proposals being considered by the Inner London Education Authority.

The move follows the withdrawal of a growing number of authorities in the London and Home Counties area from an agreement to pay for taking on each others' students.

"Twelve authorities have already opted out of these reciprocal arrangements for adult education," says a spokesman. "The ILEA is considering the proposal to pay for taking on each others' students."

Mr Arthur Stock, director of the National Institute of Adult Education, said that he regretted what the ILEA was considering doing, but the authority's position was understandable.

The solution would be to incorporate the principles of free trade and automatic reciprocity into the legal basis of further and adult education.

Meanwhile Sutton has reacted angrily to a decision by Croydon not to pay the fees of further education students who travel to colleges in neighbouring boroughs. "If similar courses are available in Croydon colleges," he said, "we will not pay for them."

Mr Arthur Stock, director of the National Institute of Adult Education, said that he regretted what the ILEA was considering doing, but the authority's position was understandable.

The solution would be to incorporate the principles of free trade and automatic reciprocity into the legal basis of further and adult education.

Unity urged in fight for world peace

Teachers must unite with all the other major professions to campaign for world disarmament and peace, Mr Jack Chambers, President of the National Union of Teachers, said, at the weekend.

Speaking at a conference of professions organized by the World Disarmament Campaign, Mr Chambers said that the growing threat of war posed major challenges to those who believed their vocation was to be of service to humanity.

"When fellow teachers are held by repressive governments, be it in South Africa or Poland, we must speak out," he added. "When the freedom to read and think - the prerequisite of all education - is restricted by violence or poverty, we must speak out."

"Now when we see in this country major cuts in education and when we see many of our young people unemployed, we must speak out against the wasteful and dangerous build-up of weapons of war."

Last resort plea for young

Young criminals should be locked up only as a last resort, or to protect the public, the National Association for the Care and Resettlement of Offenders is urging.

A briefing paper just published by the association reveals that 69 per cent of young offenders are reconvicted within two years of being discharged from penal establishments.

The younger they are the more likely the reconviction: 83 per cent of those under 17 sent to borstal and 76 per cent of this age group sent to detention centres are reconvicted within two years.

Ms Vivien Stern, director of NACRO, said: "These high and increasing reconviction rates show that custodial measures are not an effective answer

to teenage crime. The problems and influences which lead young people into crime exist in the community. To remove a delinquent from the community and place him in an institution, only to return him subsequently to the situation which led to his offending in the first place is pointless and self-defeating. A few young criminals need to be locked up to protect the community, but for most non-violent offenders, something more constructive was needed, she added.

The association called on the Government to amend the Criminal Justice Bill, now going through Parliament, to ensure that custodial sentences are used only as a last resort and for the public's protection.

Australian centre opens

The first Centre in the United Kingdom devoted to Australian studies will open in September at London University's Institute of Commonwealth Studies.

Government and the Menzies Memorial Trust, and will be headed by Professor Geoffrey Bolton, an eminent professor of history at Monash University, Western Australia.

It will be funded by the Australian

Labour Local Government Conference: Sheffield

Kinnock reveals plan for central financing and minimum spending

A controversial plan to finance education centrally and to set minimum spending levels on books and other parts of the service was revealed by Mr Neil Kinnock, Labour's education spokesman.

Addressing a fringe meeting at the party's local government conference in Sheffield at the weekend, Mr Kinnock told a surprised audience he favoured specific grants for education and the removal of direct financial control from local councils.

In a speech deploring the impact of cuts on education - particularly on books and equipment - he said: "We have a national deficiency, locally inflicted."

At present there was no legal guarantee that the quantity and quality of learning materials, for example, be maintained. He quoted Labour-run authorities such as Bradford, where book spending would have to increase by 64.4 per cent next year to maintain the provision in 1978/79.

The Education Secretary showed no eagerness to exercise his powers under the 1944 Education Act and declare that authorities had acted unreasonably and were providing an insufficient service, he said.

The only way to combine the strengths of national standards and "local sensitivity to need" was to establish levels of essential provision which no local authority would be allowed to sink.

Such a system would "produce dependable evidence upon which parents, teachers, students and the general community could judge the sufficiency and efficiency of provision, and could move the inspectorate from commenting to enforcing."

While the minimum standards would be funded by central government there would be nothing to stop local authorities from levying their

own funds to improve and develop the service above the minimum.

Mr Kinnock told the press he foresaw a national body made up of local authority members, teachers and inspectors to set and control standards.

He suggested five areas crying out for national standards and national funding. They were:

- Under-fives provision, which he said should be available for 80 per cent of three-to-five-year-olds.
- In-service teacher training, which should involve one in 20 teachers at any time.
- Manning levels, which should be based on staffing for the curriculum.
- Books.
- Laboratory and workshop equipment.

His emphasis was on improving educational provision rather than on the reform of local government finance. He declined to say, for example, how teachers' salaries, currently paid out of rate support grant, should be paid.

Mrs Josephine Harrington, chairman of Lancashire County Council, told the meeting she was extremely worried about the policy being advocated. She feared that in the hands of a Conservative minister like Michael Heseltine it would be "a gift from heaven." The national minima could be used to penalize overspenders and would be described as all that the country could afford.

She believed that such a system could put "an iron grip" on local initiatives, not only by ratepayers but from within the Labour Party itself.

Mr Graham Lane, secretary of the Socialist Education Association, which hosted the meeting, said specific grants on minimum standards had been SEA executive policy for the past year.

Foot makes block grant repeal pledge

Reform of local government finance, including the repeal of the block grant system but the retention of the rating system, was promised by Mr Michael Foot, leader of the Labour Party.

Mr Foot said the notion of "fiduciary duty", brought into focus by the Greater London Council 'Tares' case and taken to its logical conclusion, meant that "any local authority spending any money on a service which goes beyond its statutory duty can be sued by a mean-minded ratepayer for spending over the Government's arbitrary limits and incurring penalties."

This was "haphazard, absurd" and suggested that the law was always on the side of the councils who wanted to do nothing.

A new system of funding must leave local authorities free to set their own spending levels and central government free to determine what contribution it would make.

Mr Foot said that while local income taxes should be explored as an alternative source of finance, the rates should not be totally relinquished. "They were an important and useful tax on commerce."

He stressed he was against "turning Heseltine's trick on its head" and penalizing the underspenders by forcing them to put up rates if they did not provide services. "It is wrong in principle. We cannot allow ourselves to stifle local democracy in the opposite way from the Tories."

Later, in a debate on district auditing, Mr Christopher Price, MP, called on councillors to supply him with examples of private auditors being called in by Conservative local authorities.



Alf Dubs... care needed

MP issues rights warning

Mr Alf Dubs, MP for Battersea South, warned local councils against setting up "alternative bureaucracies" concerned with the rights of women or blacks.

In a speech to a working party on equality, Mr Dubs said the appointment of officers to deal with equal opportunities should be done with great care.

"My fear is that if we go too far down that path then the chief officers will be left off the hook."

He preferred that equality officers be appointed as advisers rather than as officers in their own right, so the burden of responsibility for action on equal opportunities rested with senior council officers.

Mr Dubs said he favoured the minorities. He regretted that a question on racial origins had been dropped from the 1981 census and he hoped it would be restored if there was a mid-term census in 1985. "It is a loss to local government not to have these figures."

L.e.a.s urged to approach 21-hour courses definition 'creatively' Youth training to get first priority

The new ruling by the Department of Health and Social Security to tighten up the payment of supplementary benefit to teenagers studying part-time was roundly condemned by Labour MPs.

Mr Christopher Price, chairman of the Commons Select Committee on Education, described as "diabolical" the DHSS move to include lunch hours and free periods in the 21 hours of part-time study permitted to claimants.

He suggested that local authorities should be extremely careful about how they define their 21-hour courses to the DHSS. They might approach the matter "creatively" -

just as accountants were creative about accounts.

At an education Brains Trust, Mr Price and Mr Neil Kinnock MP, Opposition spokesman on education, both supported the idea of an independent trade union to safeguard the interests of 16- to 19-year-olds.

Mr Kinnock said: "There is a very strong case for some organization, not necessarily the National Union of Students, to represent students and trainees."

Mr Kinnock said that in return for restoring cuts in higher education a new Labour government could expect cooperation from the universities on changes in the examinations system and on the relaxation of entrance qualifications to higher institutions.

"Leaders of institutions are now more amenable to our proposals than they've ever been before," he said.

He would like to be able to guarantee a grant income to all adults entering higher education, equivalent to unemployment benefit, if not equivalent to their post-tax incomes. "That's the objective we should work towards," he said.

Mr Price said the cuts in higher education were "terrifying the Tory wets more than the economic situation itself."

A generation brought up to expect higher education was not going to get it and this was a live issue, he said. Job dissatisfaction would grow among the young since there was growing evidence of them accepting work below their level of ability.

Mr Kinnock said the next Labour government would make education and training for the 16s to 19s its first priority since this age group was now "an emergency case for treatment". His other priority was primary education.

In answer to a question on the Government's New Training Initiative, Mr Kinnock said its one good point was its recognition of an obligation to all young people. Labour would build a "tertiary" system on to the NTI's inadequate foundations.

Mr Price said a major task was to get rid of the civil service attitude that there were two sorts of teenagers - the academic sixth-formers and those suitable for training.



"By Jove! Where'd you get such a splendid spread?" enquired the Owl of the Remove. "From the tuck shop, old barrel," replied Wharton. "Those AB chaps now send us an even bigger choice of comestibles."

The wily bouncers in the catering division of Associated Biscuits have done it again. Not content with offering such tuck shop favourites as Smiths snacks, Jacob's Club, and Trio bars, they have now bagged the top 20 Rowntree Mackintosh brands like Kit Kat and Polo Mints, in addition to top Mars goodies like Mars bars and Twix.

Suffice to say they can guarantee delivery of a whole range of famous snacks and drinks before a chap can say 'cripes!'

And just to put the top hat on it, the cads are also willing to advise you on setting up a tuck shop from scratch, or on how to improve an existing one.

If you'd like to know more, write to Peter Bellamy at the address below, or ring him on Reading (0734) 583 535. And rest assured that old Bunter and chums will show their appreciation.

ABL Catering Food Service ASSOCIATED BISCUITS LTD., 121 KINGS ROAD, READING, BERKS, RG1 3ET

School to work

New profiling draws heavy criticism

Serious flaws have been discovered in the new profiling systems which are being tried out as alternative assessments in schools and colleges throughout Britain. Teachers and researchers claim that they involve making judgments that can be misleading or even immoral.

The criticisms were voiced by senior teachers and researchers at the conference organized by the Schools Council, the Careers Research and Advisory Centre, and the National Institute for Careers Education and Counselling at Stoke Rochford this week on the Government's new plans for youth training and vocational preparation in schools. The Government wants a profile system to assess youngsters throughout their school and training.

Education officers, Manpower Services Commission officials and an HMI agreed that the profiling trials demonstrated that this form of assessment involves fundamental problems of educational policy and ethics as well as disclosing a host of technical drawbacks.

The criticisms were directed at profiling systems produced by bodies such as the Further Education Unit and the City and Guilds Institute, as well as schemes developed specifically for schools.

They included complaints that some of the profiles present value judgments by teachers about pupils' characters as objective facts; force teachers to grade pupils on scales which are misleading; draw attention to pupils' failures rather than achievements; and fail to tell either pupils or employers what they ought to know.

A Schools Council report, which has not yet been published, showed that only 25 schools in the 96 English local education authorities are using profiles and that teachers were expressing strong reservations.

They did not like being asked to assess personal qualities like honesty or initiative, often on slender, or non-existent, evidence. Some felt they did not have the moral right or the training, and many objected to the additional work involved in filling in

forms. They were also worried that profile assessment might restrict courses to easily assessable objectives.

Another report, still in draft, and therefore not available to the conference, criticizes the profiles in use in eight school-to-work schemes in England, Wales, and Scotland, as "inappropriate, unreliable, and invalid".

Researchers at Jordanhill College, Glasgow, who produced the report, say these assessments offer "vague and arbitrary judgments, a spurious accountability, and show a lack of clarity about the aims and procedures of assessment".

Their report is particularly critical of grid-style profiles on which teachers are required to tick off statements about pupils such as "not very helpful" or "presents authority".

Mr Jack Chambers, National Union of Teachers president, attacked the Manpower Services Commission for sponsoring a pilot of the City and Guilds profile in schools, colleges and YOP schemes in Oxford and Lancashire. The profile was nothing more,

he claimed, than a permanent form of testimonial. It provided a matrix, in which teachers could say very offensive things about a pupil simply by ticking a box. It was thoroughly disgraceful for the MSC to engage in such an exercise.

Arguing against a plea by Mr Geoffrey Melling, the HMI, that there should be some national standards for profiles to give them value as "currency" Mr Chambers said profiles should be worked out locally by negotiation with groups such as employers and with the pupils themselves.

Afterwards, Mr Chambers told *The TES* that he had been told by teachers in Wales that they objected strongly to a new Welsh Office inspired profile which called on them to rate pupils for honesty.

Mr Guy Montford of the City and Guilds Institute, said afterwards the institute's profile did not call for value judgments, but that, in any case, it was not being put forward as perfect for the purpose. "The idea at the moment is to test it to destruction," he said.

Retraining cash urged

The Government and Manpower Services Commission should give encouragement and cash aid to help secondary school teachers retrain and learn more about vocational training, Mr Jack Chambers, President of the National Union of Teachers, told the conference.

He said: "The most valuable use of MSC money would be to enable secondary teachers to be seconded on courses in order to acquire and learn new skills."

Mr Chambers argued that the question of vocational preparation and training could not be tackled by the further education sector alone and that schools would need to be involved. However, they would not be able to deliver the goods now because of the urgent need to adapt the curriculum and evaluation system more closely to children's needs.

"The responsibility for changing the curriculum in schools will rest squarely on secondary teachers themselves," he said.

Edited by Mark Jackson

Boyson attacks 'pupil liberation' and urges all-round discipline

More discipline in the school and at home has been called for by Dr Rhodes Boyson, education junior minister.

He attacked permissiveness "that masquerades as pupil liberation" and said he favoured corporal punishment if necessary.

Dr Boyson told a group of Conservatives at Wembley last week: "Discipline does mean generally sitting in rows, facing the front, paying attention, learning when you want to, but also learning when you don't want to at that time."

He condemned 1960s "trendies" who had claimed that discipline knocked the initiative out of children, Dr Boyson said pupils were not happy if they were not disciplined.

Discipline meant more than keeping order - far more than "the old fashioned whack of the cane. It means good teaching - and good religious and moral education," he told his audience.

Without naming it, Dr Boyson went on to attack the anti-caning pressure group, the Society of Teachers Opposed to Physical Punishment which "threatens school discipline and the safety of pupils and staff".

He called for the restoration of discipline in schools, homes, on the streets and at work.

"For some, it means physical correction and physical restraint, but for the vast majority it means self-discipline, respect, concern for others, honesty, the willingness to work and the willingness to learn."

In schools, it meant backing the good teacher, setting high standards and a good example. Parents, he believed, wanted "a disciplined, demanding atmosphere where their children will learn."

Assault: NAS rebukes Hailsham

by Richard Garner

A teachers' union has criticized Lord Hailsham, Lord Chancellor, for rejecting its members' claims that a London stipendiary magistrate had told a teacher that she should expect to be assaulted at least six times during her career.

Miss Suzanne Puttock, aged 31, a member of the National Association of Schoolmasters/Union of Women Teachers, was also allegedly told she was wasting public money by bringing a case of assault to court against a parent said to have hit her.

However, in a letter to Mr Michael O'Halloran, Social Democrat MP for North Islington, Lord Hailsham says: "Enquiries have established that there was no press reporter in court and that the accounts which appeared in the press were the result of a distorted and inaccurate report from an unspecified source as to what had occurred."

The NASUWT said this week that the report had been based upon written statements from three of their members and Mr Nigel de Gruchy, assistant secretary of the union, added: "I'm rather surprised that the

Lord Chancellor appears to have accepted the evidence of the magistrate and seems to be ignoring the written statements of three well-qualified and very responsible teachers and - to our private knowledge - the Inner London Education Authority and the police who have told us privately that they concur with our side of the story."

The case was unable to go ahead last month because a summons had not been served correctly on the parent but has been rescheduled to be heard on March 5.

A local education authority's plans to crack down on pupils and parents who assault teachers were welcomed this week by teachers' leaders.

Head teachers in the London borough of Hillingdon have been told that their employers want them to summon the police as promptly as possible in the event of an assault and to suspend any pupil responsible immediately.

The authority also says it would normally expect aggrieved teachers to present their own cases at a court hearing having obtained legal sup-



Lord Hailsham: rejected claim

port from their own associations. However the authority itself may act on behalf of a teacher if there was "a major issue of principle arising".

Mr de Gruchy said his union welcomed the statement but still felt that the authority should be more ready to act on behalf of teachers.

New youth training plan could change whole curriculum

The Manpower Services Commission is hoping to persuade the Government to keep all young people in learning up to at least the age of 17, its director, Mr Geoffrey Holland, told the Stoke Rochford conference. And he wants the schools to join with the commission in preparing them for "personal survival".

It was the first official confirmation of *TES* reports that the commission is at work on a programme to be offered to the Government within the next three months as an alternative to its own plans to concentrate on training unemployed 16-year-olds. The commission want to provide a year of training, education and experience of work for all school leavers.

There was every hope that the Government would accept the proposals, said Mr Holland, because they would not cost it any more than it was already committed to spending on the young. The task group designing the scheme was expected to suggest that employers should have to pay youngsters they took on in future a standard allowance instead of

full wages in return for guaranteeing them training and that the Government should pay the training costs.

The scheme would be run by local bodies representing education, both sides of industry and voluntary organizations, supervised by MSC area boards covering smaller areas than at present. They would use leading firms, education authorities and other bodies who had demonstrated that they could run projects well as agents to manage groups of sponsors.

Those who stayed on in education should be given a similar "survival" programme which would include work experience with employers or in community work. Schools should recognize their was no substitute as a motivator and that vocational preparation should begin well before the age of 16.

Mr Holland told the conference that he was optimistic because the employers' organizations and the unions both wanted a scheme. "I have never seen them so serious, collectively, about trying to reach an agreement. It is the greatest opportunity in 20 years."



In good voice

A choir of 400 and orchestra of 20 were drawn from member schools of the Independent Schools Association for a concert at the Royal Albert Hall recently.

Outcry over DES clamp down on benefits for young

by Hilary Wilce and Biddy Passmore

The decision by the Department of Health and Social Security to clamp down on the provision of supplementary benefit to unemployed young people taking part-time courses has provoked an outcry throughout the educational world.

The National Association of Teachers in Further and Higher Education is considering legal action over the move, and the normally mild Secondary Heads Association has written to Sir Keith Joseph, the Education Secretary, expressing anger at the way in which education now appears to be increasingly influenced by outside forces.

"It often seems that the most potent influences on education come from the Department of the Environment, Employment, Industry and Health and Social Security. What role does the Department of Education and Science seek to play?" Mr Donald Frith, SHA's general secretary, says in his letter.

He also points out that, at a recent meeting at which DES representatives and officers from the Manpower Services Commission were present, the DES officers were eclipsed by the enthusiasm of the MSC representatives for new plans and initiatives. "Your officers had almost nothing to say other than quietly pointing out the difficulties. There was a sad air about them of 'I would if I could'."

The Secondary Heads Association has also written to Mr Norman Fowler, Secretary of State at the Department of Health and Social Security, deploring the "absurd" move to deter unemployed young people from

improving their qualifications.

A letter from Mr Neil Kinnock, chief Opposition spokesman on education, to Mrs Lynda Chalker, Under Secretary of State at the DES, suggests that the amount of time needed for study should be defined by schools and colleges, not taken up by such mundane activities as "eating in the college canteen".

The national executive committee of NATFHE is considering taking legal advice on the matter. "The best way to challenge this cross which would be for a person affected to appeal," Mr Mick Farley, assistant secretary, said.

Many college staff fear that the new ruling will lead to part-time students dropping out of courses. However attitudes of local DES staff to the new guidelines vary greatly, and in areas where colleges and benefit offices have good working relations, principals and heads of department are reluctant to say anything that might upset pragmatic arrangements.

Sir Keith Joseph, the Education Secretary, told the Commons Select Committee on Education last week that he did not know of the circular (restricting the right to supplementary benefit of young people taking further education courses).

He added, however, that young people had to make a choice between staying on in further education and entering the job market. "In a national system there have to be clear rules - there has to be a limit to flexibility," he said.

Kumar takes first round

Mr Kantimay Kumar, who was sacked last autumn from his job as an unattached teacher in the London borough of Newham, has won the first round of a legal battle.

Mr Kumar, aged 53, was dismissed on the grounds that the Department of Education had failed him on his probationary period.

The DES said he had failed to satisfy the Secretary of State of his practical proficiency as a teacher and he would not therefore be regarded as suitable for employment as a qualified teacher.

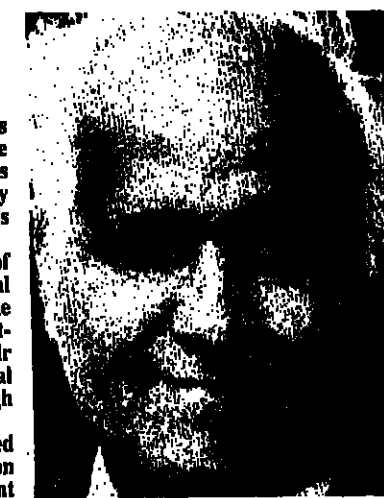
Mr Kumar, who joined Newham in 1977, has been granted leave in the High Court by Mr Justice Woolf, to apply for judicial review of the DES

decision.

Mr Kumar, who has a masters degree in English and a law degree from the University of Calcutta, was teaching at Rokby boys secondary school in Newham at the time of his dismissal.

He is a member of the Society of Immigrant Teachers and the National Union of Teachers. He rejected the advice of his union to go to an industrial tribunal on the grounds of unfair dismissal. He has been granted legal aid to pursue the case in the High Court.

A spokesman at the DES confirmed that a notice of the High Court action had been received. The Department would reply in due course.



Kantimay Kumar: leave to appeal

Cover scheme pioneered

A scheme to provide 24-hour insurance cover for state schoolchildren is being pioneered by a London borough. For a £6 annual premium a pupil would be insured for £1,000 in the case of death and compensated on a scale up to £100,000 for permanent, total or partial disablement. Mr Tony Kerslake, Sutton's education committee chairman, said: "Sutton is the first authority in the country to administer this type of scheme in state schools." The idea was put forward in a report by council insurance officer, Mr John Witton. He said it was something that came to his notice when a teacher brought him a leaflet from a public school which offered its pupils this service. "We felt there was no reason why the borough's students shouldn't have the same protection."

It would cover pupils not only for accidents at school but also for road accidents, accidents in the home, and injuries incurred while taking part in sport.

The report states that more than 600 accidents to pupils in schools are reported to the council each year. Mr Witton said: "The need for a personal accident insurance scheme has been nationally emphasized by certain serious injuries resulting from school sports and road accidents. The worst cases have involved permanent disablement which, not being due to negligence, gave no entitlement for compensation."

To work, the scheme would need a minimum backing of 250 children drawn from the current school population of 27,000. Participation by parents will be strictly voluntary.

Opportunities for Further Study at the Institute of Education

OPEN MEETING

at the University of London Institute of Education, 20 Bedford Way, London WC1

on Tuesday 2 March 1982 at 6 pm - 8 pm

In the Chair
Prof. Denis Lawton
Deputy Director of the Institute

The main purpose of this open meeting will be to outline the structure of the B.Ed(Hons) degree for serving teachers which is now part of the Institute's programme.

At the same time questions about other courses and qualifications that are on offer would be welcomed.

SKIING FOR SCHOOLS

HIGHER EDUCATION AT PRICES THAT AREN'T TOO STEEP

If you're taking a party on a Thomson 'Skiing for Schools' trip next Winter, you couldn't do better.

For the second year running we're offering very attractive deals on the whole of our programme of ski courses for 1982/3.

Just compare our prices.

For example, fly to Cerler, Spain for 7 nights, full board, from £124. Or if you're on an even tighter budget take a coach to Fieberbrunn, Austria for 7 nights, full board, from only £113.

As the country's leading tour operator with an unrivalled reputation for quality, reliability and good value you would expect our holidays to be covered by the Thomson Fair Trading Charter and Price Guarantee.

But for our 'Skiing for Schools' programme we're extending the Price Guarantee even further.

We will guarantee that you pay not one penny more than the price listed in our brochure. And that even applies to the lift pass.

So book now. At these prices we can't promise availability for ever.

Thomson

Your subject to availability. Prices do not include airport taxes. ATOL 152.

Courses

ENGLISH, COMMUNICATION SKILLS AND THE NEEDS OF PEOPLE IN INDUSTRY

17-18 JUNE 1982
SHEFFIELD

A two day non-residential conference organised by CRAC (The Careers Research and Advisory Centre), the National Association for the Teaching of English, and the City of Sheffield Education Department.

The conference will be concerned with employers' views on the ability and competence in English and communication skills; the problems, difficulties and needs in English and communication skills experienced by young people. For headteachers, teachers of English and other subjects, lecturers in teacher training and further education, careers teachers and careers officers, training and personnel officers.

ADMISSIONS TO HIGHER EDUCATION

5-8 APRIL 1982
CHELTENHAM

This annual CRAC course organised in association with the National Institute for Careers Education and Counselling, provides an opportunity for guidance and admissions staff to discuss admissions problems and practices, and to be informed about the implications for admissions of current trends in higher education.

For teachers and further education lecturers responsible for guidance on entrance to higher education, and admissions staff from universities, polytechnics and colleges.

Further details available from: The Conference Office, CRAC, Bateman Street, Cambridge CB2 1LZ (0223 364551).

EDUCATIONAL DEVELOPMENT ASSOCIATION

NORTHERN SUMMER SCHOOL
NEW COLLEGE, DURHAM
Sunday 25th July - Friday 30th July 1982

PRIMARY SCHOOL COURSES

The Role of the Primary Head Teacher - A practical course in school management
Education in Early Childhood Primary Education - The way ahead
Communication skills across the curriculum

PRIMARY/SECONDARY COURSES

Investigative work in mathematics using a calculator
Catholic education in the 1980s
The use of the gutter for marking and using a computer
Calling to know in computers
Microcomputers applied in Education
An introduction to canoeing
Gymnastics 8-13

SECONDARY SCHOOL COURSES

Professionalism in the comprehensive school
Preparation for adult and working life

COURSES OF SPECIAL INTEREST

Design and the English house
Polytechnics - are they the craftsmen with Polytech products

HOLIDAY COURSE

Golf coaching

For brochure and full details of above courses, please write to: Peter Solomon Dip. Ed., 6 Crescent Gardens, Ivybridge, Devon. Tel: (school) 07564 37264 (home) 07564 4106.

EDUCATIONAL DEVELOPMENT ASSOCIATION

SOUTHERN SUMMER SCHOOL
PORTSMOUTH MANAGEMENT CENTRE

JULY 24-30

Advanced Primary Management
Leadership and Responsibility in the Primary School
Children with Learning Difficulties
Primary Language Policy
Primary School Mathematics Curriculum & Organization 3-8
Folk Dancing

31st July-5th August
Specific Reading Difficulties
Computing in the Primary School
Simple Science 6-13
Leadership & Responsibility in the Primary School
Music with Mary Berry
Southern Heritage III - activity holiday

Brochure from: Jean Fisher, 58 Mill Rd, Whitteady, Peterborough, Cambs. Telephone 0733 203130
Excellent Accommodation and Social Programme

WEALDEN ARTS HOLIDAY COURSES

Romantic, Carolan, Manor Houses
Exceptional Food, Professional Tuition, Excursions, Exhibitions

EASTER COURSES

April 12th-18th Pottery Stage 1
April 19th-25th Pottery & Drawing Stage 1

SUMMER COURSES - July & August

Pottery, Painting & Drawing, Yoga, Screen Printing, Drama, Bridge.

Residential £180 p.w. Non-residential £90 p.w.
For brochure please apply to: Wealden Arts, Lowerdown Manor, Newenden, Hawkhurst, Kent TN18 8QQ. Tel: (0773 74) 2558.

DIGREYS EDUCATION GCE

Whyte Hall is the Oxford Home Study Centre whose qualified tutors give you individual attention.

The range of courses includes subjects vital both to teachers and to those of their pupils leaving school without satisfactory qualifications.

DIPLOMAS: London University, Education, the A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ.

GCE SUCCESS

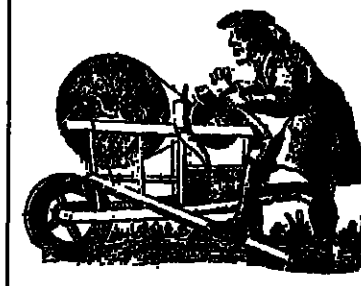
Your first step to success begins when you pass your G.C.E.

Getting a job with good prospects, going for promotion, or qualifying for further education or a professional course of study - these your G.C.E. and you're on your way. Since The Right Results College was founded over 50 years ago, we've helped many thousands of students through their 'O' and 'A' levels. Not without test books - but with one, simple tuition from personal tutors who guide you step-by-step to passing in the shortest possible time. And backed by our 100% success rate, we've helped you to pass your G.C.E. with flying colours.

Write immediately for FREE 32 page G.C.E. Success or FREE 100 page Specialist Study Guide.

THE RIGHT RESULTS COLLEGE
100% SUCCESS RATE
100% PASS RATE
100% SATISFACTION RATE

Talkback



Axe-grinder Rough cuts

I sometimes find it difficult to explain what it is about inner-city schools that makes them different. But the few miles that separate Culture and Anarchy Comp from suburban Sunnybank and its comprehensive neighbour really do represent opposite ends of the pedagogical spectrum. What stops one school dead in its tracks passes almost unnoticed in the other.

Consider the limits of tolerance as illustrated in these two examples:

Example One: Extract from staff handbook of nice, neat, new school in the Green Belt. "There will be a few girls with last night's relics of make-up (or even this morning's) or coloured nail varnish and the odd bit of jewelry. There is no need (except on repeat occasions) to go up in the air, say something quietly to the deviant and get the offending thing removed."

Example Two: The marking room at Culture and Anarchy Comp. Enter Glenda, aged 13, carrying a large, live duck. Glenda's weakness (or should it be her strength?) is that

she loves animals. Her family makes the Borgius look like Mrs Dale's Diary, and she prefers to lavish affection on a series of domesticated animals from the city farm down the road.

Naturally, her current favourite is brought into school for approval. "I've brought Donald to see you, sir." My friend, her maths teacher, sensibly discusses the duck's favourite habitat and interesting contrasts are made with maths lessons. Glenda accepts the point. "I'll take him back at break, sir." "Good idea, Glenda."

Meanwhile the duck, quacking amiably, pads round in the permanent puddle of spilt coffee on the marking table. Unfortunately, it chooses to leave its visiting card on a Centreprise booklet, but happily some maths bandas are at hand to mop up. The only people to object to Glenda's animal passions are the cleaners, who grumble constantly about what they term "mess", and threaten union health and safety regs.

This example indicates a particular style of negotiated order common in schools with high proportions of difficult or disturbed pupils. It is not that "anything goes", but that almost anything has to go in order for life to proceed at all.

On good days, Bobby sits contentedly in class eating pencils. But on bad days, the slightest interference by a teacher will send him on to the window ledge two floors up. Jason is another interesting case. An amiable fifth year, he is a "persistent non-attender". But today he is there. "Thought I'd drop in, sir, see how you all are." He sports a T-shirt with the words "School is a drag".

Jason is officially, it occasionally exposed to the varying demands of six CSE subjects; his response to them all is uniform. Whatever the lesson, whatever the activity, Jason draws the most marvellous Superman-style comic strips. The school's response to him is to try and get him a job in a comic publishers.

Sometimes things become too much. By chance, I am drawn into an emergency staff meeting about Julie. Julie has spent all her time in school dropping in to whichever room takes her fancy, frequently offering abuse and violence to pupil and teacher alike. She has a really good relationship with just two teachers and their faces clearly show the strain.

Often suspended, frequently in trouble with the police, and with little effective outside help, she finally attacks the head of geography, who loses several teeth. Should she be expelled? What is the staff's attitude? Have the limits been reached? After all, even the most sassy of liberals draw the line at this kind of attack. It is a testing time for their genuine concern for this unhappy girl. But they are trapped, and they know it. They are all agreed that Julie is not suitable for the school, nor the school for her.

But left to her own devices, what will become of her? In the end, the obvious wear and tear to teachers who have looked after her obliges them to vote for expulsion with a rider about the proper care and provision which they fear will not get.

"But what are we actually doing for these sort of kids in the school, ask one young teacher. They look at him malevolently. There are some things you just cannot do."

In the midst of life . . . Allen Parrott



Two courses on "Perspectives on Death" were held last year at Yeovil College. The two groups of students - 12 in number - were very similar in composition, ranging from about 21 to over 60, and including about half who have a direct professional concern with the elderly or dying.

The first course received some unlooked-for publicity, in the shape of a BBC Nationwide programme, which was appreciated by a surprisingly large number of viewers. Many of them wrote or phoned to ask whether they could find a similar course in their part of the country.

The idea for the course came from Margaret Manning, the tutor. Her experience with similar seminars in the United States had shown her 'settling' of an adult education course, people are able to overcome their normal reticence on this taboo subject and to examine their anxieties openly.

The essential theme of the course was a paradox: this was to be a course about life, about living more fully and more purposefully, about being stronger and better able to cope. At one stage we considered calling the course "Coming to terms with death", but the more neutral title was preferred.

In the same cautious frame of mind, I requested that the course outline and synopsis should give greater weight to the academic and practical aspect of the subject, and less to the unstructured discussion which we hoped would emerge. But British students proved as keen as their American counterparts to explore their personal and individual reactions to the subject of death, and the first course had to be extended by several extra sessions.

Among the topics treated were:

- The search for immortality; a philosophical and historical treatment of the way man's attitudes towards death have been shaped, from ancient myth to modern science.
- The role of religion; a comparison

they had long bottled up. Some found the course had deepened their religious faith, others that it had challenged their deepest beliefs.

Several have since become involved in the work of CRUSE and of other voluntary organizations. All were enthusiastic about the local visits, and most had found the academic topics interesting. No-one found it in any way a "morbid" course.

There is no doubt an argument for specialist courses designed only for those with jobs in the health or social services. But the mixed group proved, if proof were needed, that the most important respects there is no such thing as a "professional" in the subject. Those students who were potential recipients or "clients" of the others were certainly not over-awed, and discussions were enhanced by the presence of both groups.

During the past 20 years death has taken over from sex as the "great unmentionable" - the taboo subject which people prefer not to talk about. However, they may still think and worry about it.

There appears to be a growing movement nationally and internationally to change this state of affairs. In some times the adult education service might have a large part to play in such a healthy movement.

Allen Parrott is Dean of Adult and Community Studies, Yeovil College.

This is the year when there are more 18-year-olds than ever, and when - whatever their abilities, ambitions, backgrounds - doors are slamming in their faces all along the line. Here Ted Wragg describes the rise and

fall of the hopes of children born of the affluent swinging sixties. In the next three pages we examine how everything from university cuts to peak unemployment figures has conspired against a whole generation.

CONGRATULATIONS you've come of age



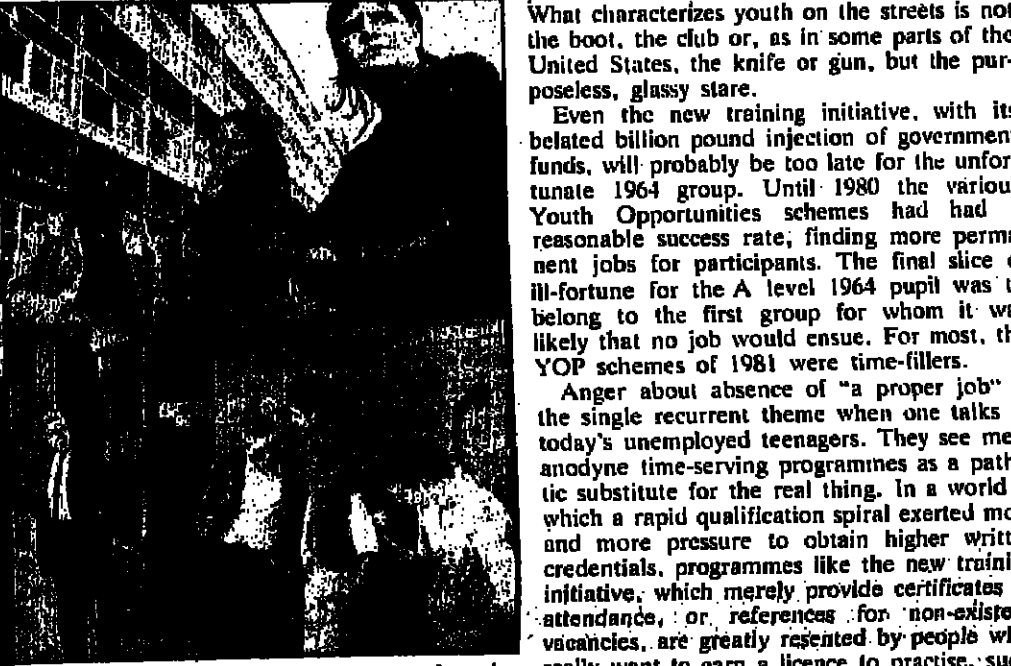
Back in 1964 there must have been quite a thrill of anticipation in the 980,000 homes where a new baby was born. Not only was it the peak year for babies, with a record 94 in every 1,000 women of child-bearing age giving birth, but every published graph seemed to be on a perpetual climb. The Beatles were international pop stars, England was about to win the world cup, British fashions were greatly admired, and we even picked up a few gold medals at the 1964 Olympics.

Children's educational prospects seemed equally buoyant, as teacher numbers had leapt from 200,000 in 1950 to 300,000 in 1965, and were to be 400,000 by 1973. Class sizes were getting smaller, and the Robbins Report of 1963 had suggested a higher education place might be made available to all who were fitted for it. With a near full-employment economy in the wake of the never-had-it-so-good Macmillan era, proud new parents could be forgiven for believing that their sons and daughters were stepping on to the best lubricated escalator to a fine education, a good job and the highest standard of living that the nation had ever offered. No pundit of the time anticipated what 1982, the year of majority for this cohort, would hold in store.

Eighteen years later, via overcrowded classes, secondary reorganization, a raising of the school-leaving age, a drop in participation in higher education from one in seven to one in eight, and the worst ever employment prospects, this massive generation crosses the threshold into adulthood in a state of shock.

We can try to be objective about it. After all, did not our forefathers have to make the painful adjustment from working on the land to moving into cities and finding themselves trapped in dirty, noisy and health-corroding industrial premises? Surely, it can be argued, what we are witnessing is a similar shift out of manufacturing industry, where two million jobs disappeared between 1970 and the present day, but into new jobs in public service, leisure or education itself.

It may well be that by the year 2000 we will have passed through this revolution and be in a period of happiness and prosperity, where most people have been delivered from a life of drudgery and have ample resources and free time. Even if this comes true the transition period will be painful, and for the current crop of 18-year-olds, in the front line of social



upheaval but with all the traditional expectations of their parents and grandparents behind them to obtain a steady job with prospects, and to establish a decent place in their community, the pain will be much more acute than for succeeding generations.

The plight of 1982's 18-year-olds afflicts every sector. The disappearance of 20,000 university places has sharpened competition for higher education, no longer seen as a birth-right. All universities have their own stories from 1981 of the rejection of good candidates, who in previous years would have been accepted. One of the saddest cases I came across was a student asked to obtain B, C and D grades at A level. He must have been quite pleased with his eventual A, B, E grades, but the department concerned had to turn him down, as reductions in their quota meant that new recruits were children. Today the age of physical maturity is nearer 14, and, in some cases not be accepted. Further reductions will make this year's ordeal even tougher for the

1964 generation. The implications for the school curriculum are not good, as parents and pupils themselves may demand even narrower specialization to secure higher A level grades.

Nor are the results of reductions in higher education confined to the most able 10-15 per cent of the whole age group, as the well-qualified secure some of the jobs and training places that would have gone to the next group down the line. By the time the least well qualified 10-15 per cent, who have no graded O level or CSE, are reached, all above them have taken such unskilled jobs as might normally have been available, and not 20,000 but 50,000 or 60,000 young people have had to settle for much less than they are capable of.

One of the most depressing scenes in the last year has been the sight of large numbers of young unemployed people congregating, especially in the cities, with no sense of purpose. At one local high school last summer the head and I watched about a dozen 17 and 18-year-olds who had left the previous year, sitting under a tree on the edge of the school playing fields. They caused no trouble, perpetrated no acts of vandalism, demanded no facilities or attention. They were simply there. In the city another group sat around the shopping centre, or strolled aimlessly around shops, coveting goods they could not afford. One or two, especially criminal types, easily misled perhaps, would soon be in court for "nickling" products which advertisers had worked hard to make desirable to teenagers.

The riots of last summer were not in themselves remarkable. After all, it is well realized by most human and, for that matter, animal societies, that the advent of physical maturity brings with it a potential for aggression. Recognizing this, most societies have traditionally kept their 18-year-olds busy: in an apprenticeship, with long hours and night school classes, in a university or college with plenty of reading, essay writing and societies, in the army, or in some kind of voluntary work. Leave them to roam the streets day after day and no one should be surprised if sporadic violence erupts.

"A hundred years ago the age of physical maturity was about 17 and the school leaving age was 12. For the first few years of working life, most societies have traditionally kept their 18-year-olds busy: in an apprenticeship, with long hours and night school classes, in a university or college with plenty of reading, essay writing and societies, in the army, or in some kind of voluntary work. Leave them to roam the streets day after day and no one should be surprised if sporadic violence erupts."

"I have one recurring nightmare. I am standing in a field when a Martian emerges from a spacecraft, clutching a device with a big red button in the middle. 'Persuade me that there is an intelligent life in your country or I shall press this button and obliterate humanity. How do you raise your youth?'"

"We have 600,000 mainly dedicated teachers in schools, colleges and universities", I reply. "Ah yes, but who is in charge of youth?" he demands. I name the dreaded half-back line. "Sir Keith Joseph, Rhodes Boyson and Norman Tebbit." He presses the button.

200,000 unemployed 18 year-olds are missing out on training too. Some mark time in FE, hoping to improve their chances, but even traditional jobs for A-level leavers are harder to find

Either too old or too young

TOO old for YOP, too young for TOPS: it may sound like a parody of one of the stickler pop lyrics of the sixties. But it describes the reality facing more than 200,000 18 year olds this year. They have their own unique disadvantages in the battle for a job or for help if they cannot get one - and not just the difficulties which have faced all young people entering the labour market in the past few years.

This year's 18 year olds have been singled out by economic history and political expediency for particularly unfavourable treatment which could affect many of them throughout their working (or non-working) lives.

When the first, temporary, Government job creation programmes were being operated in the mid seventies, they were aimed at alleviating youth-unemployment, rather than being targeted specifically at school leavers: the under 25s were treated as one client group.

The short-lived temporary Work Experience Programme in 1977/8 narrowed its scope to the under 19s; and the Youth Opportunities Programme which replaced it set out to cover the same age group.

Within a year of the new programme's launch however a surge in school-leaver unemployment figures concentrated attention on the plight of the 16 and 17 year olds. With unemployment among the 18-19s still only ten per cent, the main need seemed to be to give school-leavers some useful experience or training until they could find work.

In the late seventies it worked: three-quarters of them went straight on to jobs or to more advanced training on education, and were settled by the time they were 18. But by 1980 the employment situation had changed sharply. For more than half of the 16 year olds who joined them all that their YOP scheme led to was unemployment or another spell, with luck, in YOP. For some, there have been repeated placements, in courses and work experience. Now they are 18, and the chance of a job continues to fall.

In its earlier years what youngsters actually did while they were in YOP

was not all that vital: most of them could count on getting jobs afterwards. But if its "graduates" are going to have to struggle to get and keep jobs in competition with the youngsters coming up behind them, then the quality of YOP training becomes all important.

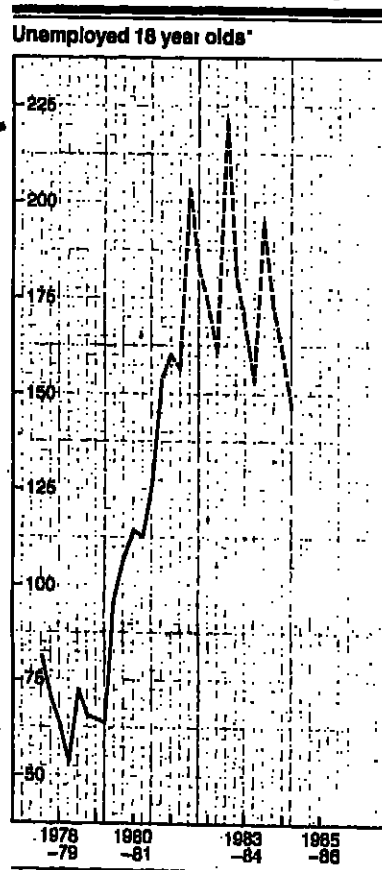
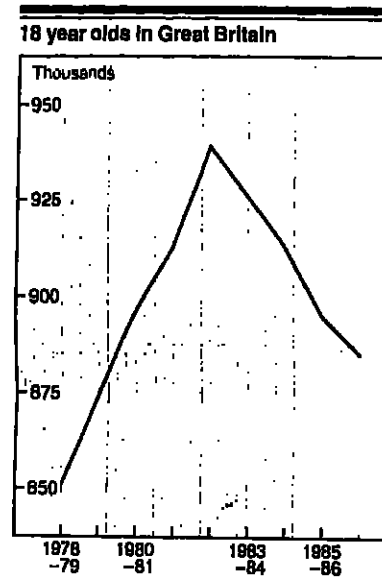
Ministers realized they had to act: this year 100,000 YOP trainees will be faced all young people entering the labour market in the past few years. This year's 18 year olds have been singled out by economic history and political expediency for particularly unfavourable treatment which could affect many of them throughout their working (or non-working) lives.

When the first, temporary, Government job creation programmes were being operated in the mid seventies, they were aimed at alleviating youth-unemployment, rather than being targeted specifically at school leavers: the under 25s were treated as one client group. The short-lived temporary Work Experience Programme in 1977/8 narrowed its scope to the under 19s; and the Youth Opportunities Programme which replaced it set out to cover the same age group.

Within a year of the new programme's launch however a surge in school-leaver unemployment figures concentrated attention on the plight of the 16 and 17 year olds. With unemployment among the 18-19s still only ten per cent, the main need seemed to be to give school-leavers some useful experience or training until they could find work.

In the late seventies it worked: three-quarters of them went straight on to jobs or to more advanced training on education, and were settled by the time they were 18. But by 1980 the employment situation had changed sharply. For more than half of the 16 year olds who joined them all that their YOP scheme led to was unemployment or another spell, with luck, in YOP. For some, there have been repeated placements, in courses and work experience. Now they are 18, and the chance of a job continues to fall.

In its earlier years what youngsters actually did while they were in YOP



The MSC projections include those in MSC special programmes and are calculated to reflect the average numbers anticipated over the quarter. The quarterly illustrations of the projections arise from these 18 year olds moving in and out of special schemes.

Government help with a million long term unemployed, a quarter of them under 25.

Mark Jackson

Shelter from the world in college

A great and growing number of young people are passing their eighteenth year "at college". The muddled maze of today's further education offers more warmth and hope than the chilly plains of the working world.

Yet critics within the world of further education say that the narrow pursuit of skills and qualifications can lead only to delayed disappointment, and that today's teenage students are simply not getting the kind of help they urgently need.

The City and East London College occupies several sites between the opulent buildings of the nation's financial centre and the mean streets of inner north east London.

Like all FE colleges, it provides for both local and wider needs. Students come from all over to join its unique optics department: its thriving electrical engineering department and wide A level programme draw students from the suburbs. Stock broking and banking courses reflect the proximity to the City, while reading centre programmes and English classes for Bengali immigrants are a response to rather different neighbourhood needs.

The college has five and a half thousand full- and part-time students. Only one in seven is an 18-year-old. In further education, 18 is a difficult age, too old for school-leaver programmes, too young for the serious retraining or advanced course of adult students.

The bulk of 18-year-olds at the college are studying O and A levels. A level numbers here are the highest ever, in spite of cuts in the number of polytechnic and university places. Like young people across the country, the 18-year-olds at City and East London are striving hard to upgrade the number and level of their passes, even as the possibility of just reward diminishes.

By far the next biggest groups are those studying in specific vocational areas - electrical engineering, optics, secretarial and hairdressing, and according to a follow-up study of last year's full-time students, these are relatively productive areas to be in.

When the study looked for courses in which at least 50 per cent of students achieved their main course objective (a place for further study or a job) those in optics, hairdressing and secretarial work all figured.

But overall the study shows a picture of worsening prospects: ● A level one-year students: The main difference between this year and last is that few ex-students are in work (four out of 82 this year, compared with 12 out of 87 last).

● BEC national students: Despite problems in collecting data, "it might be worth pointing out that two out of 11 who replied are on full-time courses, compared with eight out of 15 last year.

● O level students: "Few students went to work (7 per cent of the overall total, compared with 20 per cent last year). This might simply be because of the worsening employment situation, but it could also be because students, aware of the situation, prefer to escape it longer by applying for courses."

The author of these comments, Ms Jean Shirley, careers officer at the City and East London College, believes passionately that something radical must be done - and done now - to make further education of a kind more suitable for the realities facing students.

Many, she says, arrive at the college more noticeably cynical than in the past, and many are there only because there are no jobs. Alongside the cynicism, though, goes starry-eyed ambition. Girls want to be air hostesses and nursery nurses, while boys "want to work with computers, miss".

But as she looks around the expanding work area is that of a service areas such as print rooms, offices. Small garment businesses, closing down in Shoreditch and Hoxton, are shutting off a whole area of jobs, while teachers and other graduates have squeezed 18-year-olds out of trained school work.

In observations on her follow-up study, she writes: "As we all know our largest problem is an absence of work for our students to progress to."

Tentatively, she suggests restructuring courses by widening vocational courses to include social skills, and channelling non-vocational training courses into further study of several, not just one, skill area. All courses, she says, should include serious exploration of self-employment and unpaid work, community enterprises and cooperative ventures.

Hilary White

Motivation is not enough

Traditionally, many A level job hunters have been young people with a strong vocation for a particular profession, but even these well-motivated youngsters are finding the going hard.

Nursing, for example, has become much more competitive. The top teaching hospitals, and hospitals in rural areas where training places are thin on the ground, can now demand a broad range of O levels plus A and B grade A levels. The number of nurses in training has fallen from 95,000 in 1976 to 78,816 in 1979.

Accountancy training places are similarly shrinking. The Association of Certified Accountants' annual school leaver vacancy list had 271 places on offer in 1979, and only 182 last year (although this may have been unduly depressed by the association's known intention of publishing a larger, supplementary list early in 1982).

All the main office employment agencies agree the number of vacancies is dropping almost daily. A minority of school leavers

the downturn from about 18 months ago. "Employers are demanding experienced personnel - I don't know how they expect girls to get that experience."

Moderate numbers of school leavers have always gone into building societies and large companies. Some of these areas are still expanding, but that does not necessarily mean joy for young job hunters.

Sainsbury's, which like a number of large retail companies, recruits A level management trainees, is expanding, but recruitment has remained level "at about 200 a year".

The Halifax Building Society, the largest in the country, is still opening new branches, but reports only a "steady" intake of school leavers. David Milner, assistant secretary of the Chartered Building Society Institute, says: "There is a trend towards people working a half-day and these people aren't school leavers."

Lloyds' Bank reports a drop in A level recruits from 1,000 in 1979, 600 in 1980, to 400 in 1981, although its present projection for this year is up again to 1,000.

In other areas, vacancies are still in good demand. The Central Electricity Generating Board, has always taken on a few A level administrative trainees. In 1979 it took seven. Last year it took just one, and this year

Romance, sentiment, adventure

Neil Philip on the children's authors among this week's top twenty - Rosemary Sutcliff and Leon Garfield

This week's Top Twenty: Beryl Bainbridge, John Betjeman, Malcolm Bradbury, Anthony Burgess, Margaret Drabble, Lawrence Durrell, John Fowles, Leon Garfield, William Golding, Graham Greene, Ted Hughes, John Le Carré, Laurie Lee, Rosamond Lehmann, Iris Murdoch, V. S. Naipaul, V. S. Pritchett, Rosemary Sutcliff, Laurens van der Post, Rebecca West. This week and next, these are officially the "Best of British Authors" in an £8,000 promotion organized by the Book Marketing Council. A panel of booksellers' recommendations to produce this thought-provoking list.

As anything which creates public interest in serious literature is ipso facto a good thing - and these authors will among other things be featured for a fortnight in the window of every W. H. Smith in the country - it would be curious and counterproductive to play the "who's in? who's out?" game, or question here the thinking behind the compilation of such a list at all. What is important is that these are all worthy and original writers, who deserve a large audience as possible. No one would deny that to introduce even a few new readers to Rosamond Lehmann is a valuable public service.

The most interesting and positive aspect of the list is that it contains, seemingly without apology or reservation, the names of two children's writers, Rosemary Sutcliff and Leon Garfield. Those who have been arguing for some time that much of the most exciting current fiction is being published for children can only take heart at this. Again, the question of whether these two children's writers are the right choice must take second place to the fact that there are any children's writers there at all. And the list includes five other writers who have published for children, one of whom - Hughes - has devoted a substantial amount of his creative energy to children's literature.

Two more of the 20, Golding and Lee, are best known for works which appeal strongly to adolescents. To further complicate matters, both Garfield and Sutcliff have written for adults. Rosemary Sutcliff was born in 1920 and educated privately at Miss Beck's Academy at Chatham and then at Bidford Art School. Like many children's writers she was seriously ill as a child; she was crippled by arthritis. This fact is important because it provided her

with a major theme in her fiction: the need to find strength through weakness. And it has left her imagination free to work on a broad sweep, while her experience has emphasized the intimate, the personal, the individual.

She trained as a miniature painter, and in 1940 exhibited at the Royal Academy a miniature with the patriotic title "The Spirit of England". The title could serve as a description of her work; but the patriotism is no blind or objectionable jingoism, but a fierce love comparable to Edward Thomas's. When he was asked during the First World War what he was fighting for, he crumbled a handful of earth and let it fall: "Literally, for this!" Like Kipling - to whom she owes a great debt which she has herself gratefully and gracefully acknowledged - Rosemary Sutcliff manages to combine conservatism and radicalism in an unsettling and fertile mixture. Her female characters, though fiery, are generally little more than cyphers, yet she has won the "progressive" Other Award for her novel about Boudicca, *Song for a Dark Queen*.

Most importantly for today's audience, she cherishes cultural diversity even while she stresses continuity. And while she upholds such unfashionable virtues as duty, courage, integrity, she has in her treatment of the theme of male comradeship provided the most sensitive and sustained representation of male homosexual feeling in children's literature.

The main body of her work, the sequence of major novels ranging from the Bronze Age *Warrior Scarlet*, through the great Roman trilogy (published in one volume as *Three Legions*) to the eleventh century *Knights of the Sea* and *The Golden Shadow*, both written in collaboration with Edward Blishen. Garfield's virtues are clear; perhaps because that is so he has not always been fully valued for them. His books are exuberant, densely plotted, robust, bravura performances. There is nothing anaemic or prissy about them, and nothing brutal. He is not afraid of romance, of sentiment, of adventure. He can deal with moral questions without becoming ponderous; he can provoke both laughter and tears.

He can also be simply provoking. His is a rich talent, which has sometimes betrayed him into self-parody; with increasing frequency over the years he has passed the point where manner becomes mannerism. In books such as *The Pleasure Garden* and *The Confidence Man* his extravagant rhetorical flourishes, his elaborate

phantly whirling into battle, enmeshing the reader in confusion which seems to pass too quickly for the eye to take it in, yet never losing her grip on her material. And she has a bardic attitude to language. She re-uses phrases which appeal to her, sometimes several times in a book; in her descriptions of downland and heath she can become intoxicated with detail, as if the very thought of the open air exalts her. Her "one plot; a boy growing up and finding himself" has done her and her readers proud.

Leon Garfield was born in Brighton in 1921 and educated at Brighton Grammar School. Like Rosemary Sutcliff, he has been much concerned with the search for identity. But where Sutcliff's characters battle against real threats, Garfield's flounder among shadows of mystery and intrigue, in a world in which nothing is what it seems, where to a blind Justice in *Smith* "devils and angels are all one", and tormented Mister Shaw in *The Drummer Boy* can exclaim, "I believe in God, sir; but I must believe in a devil, too . . . you understand . . . otherwise how could I endure it? But I do not always know which is which, sir . . ."

These two writers, Garfield and Sutcliff, share one achievement besides their temporary approval by the literary and bookselling establishment: they have both inspired the illustrator Charles Keeping to some of his finest work. Rosemary Sutcliff in a whole string of novels, notably *Warrior Scarlet*, and Garfield in his controversial, and typically bold, reshaping of Greek myth *The God Beneath the Sea* and *The Golden Shadow*, both written in collaboration with Edward Blishen.

Garfield's virtues are clear; perhaps because that is so he has not always been fully valued for them. His books are exuberant, densely plotted, robust, bravura performances. There is nothing anaemic or prissy about them, and nothing brutal. He is not afraid of romance, of sentiment, of adventure. He can deal with moral questions without becoming ponderous; he can provoke both laughter and tears.

He can also be simply provoking. His is a rich talent, which has sometimes betrayed him into self-parody; with increasing frequency over the years he has passed the point where manner becomes mannerism. In books such as *The Pleasure Garden* and *The Confidence Man* his extravagant rhetorical flourishes, his elaborate



Charles Keeping has illustrated works by both Rosemary Sutcliff and Leon Garfield. This example is taken from *The God Beneath the Sea*, the retelling of Greek myths by Leon Garfield and Edward Blishen.

rate and ingenious metaphors began to seem hollow, as he became increasingly drawn to allegory rather than character. But his most recent novel, *John Diamond*, shows a return to the less florid style of *Smith*. The convolutions of plot and the allegory are still there, but kept under control, with a corresponding sharpening of language. When a knock at the door heralds "Mrs Branch with a bowl of timid soup", one adjective does the work of three. Garfield is nothing if not a stagey writer, drawn to melodrama and farce. He is a showman, like the irrepressible actor-manager Thomas Treet in *Devil-in-the-Fog*, who has "produced the most remarkable stage-effects our age has known". Like Treet, he is an original. As the Book Marketing Council has shown that it realizes, we can never have too many of those.

Their own thing

By Julius Gould

A Sociology of Contemporary Cultural Change. By B. Martin. Basil Blackwell £12.50, 0 631 12973 1.

Cultural change is of deep importance to all involved in education. In recent decades the pace of change has quickened. It has enriched as well as bewildered parents, teachers, children and students. The new modes of cultural expression have originated largely in middle class circles. New institutions based on such modes have opened new vistas for all: at one level they have been "life-enhancing", on another there has been heavy devastation through a bewildering confusion of standards. (That confusion has become hardest upon the brightest and best among working-class children). Beryl Martin's *A Sociology of Contemporary Cultural Change* is a scholarly attempt to understand what has happened; it embodies no nostalgia for an imaginary ideal past just as it recommends no surrender to the still trendy slogans of cultural, or moral, relativism.

She is an acute and well read analyst of modern popular culture in all its forms. She is not simply good at reading. She is also very good at listening. How did she ever find the time and patience to decipher the social meaning of so much "pop" and "rock" music? If her listening (and much of her reading) was often

painful, it does not show in her book. For she brings a most remarkable liveliness and freshness to the discussion of even the most trite and tasteless material. Her book is replete with the state sights and sounds of the sixties, and their projection into the early seventies. This period, with no special claim to originality, she describes as the age of the "expressive revolution".

That revolution took many continuing forms, not least in the United States. It was, however, in part indigenous to these islands: the *Mersey Beat* was, after all, not exactly an alien sound. . . . But as Mrs Martin's copious and (invariably pointed) quotations from Thomas Mann and W. H. Auden make clear, the sources of the expressive revolution ran much deeper - beginning well before the period of "plentitude", those ambiguous affluent years following World War II.

The battle between the "romantics" and the "classics" was far from new; the struggle (essentially a religious one) between daemoniac

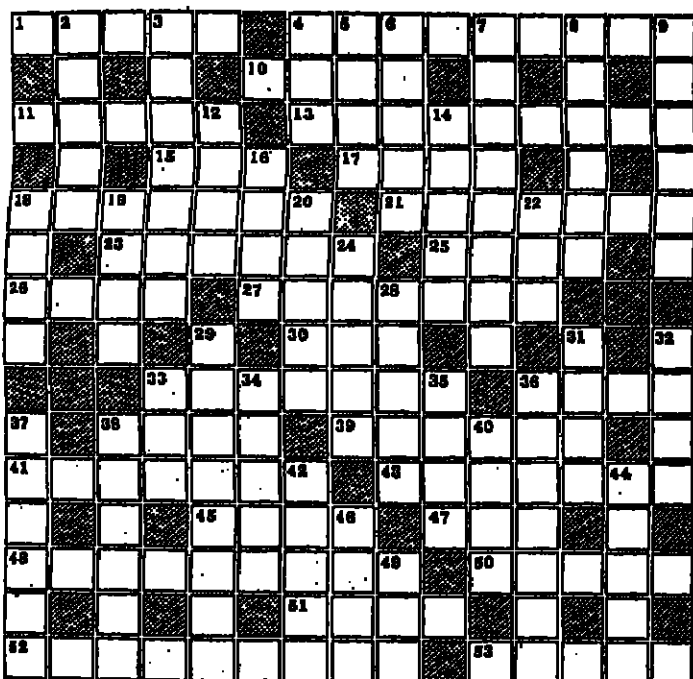
place in the training and life style of the "teaching" and "caring" professions.

She does not proclaim that this ethos has been remorselessly triumphant; its rise and rise was not without end. On the contrary, her main plea is to show how self-contradictory the expressive drives have shown themselves to be. For a sense of limits is, in fact, much needed if the struggle against limits is to be intelligible and (in several senses of the word) enjoyable for its exponents. Boundaries cannot be eliminated - even (perhaps especially) in the classroom. What is more the escape from classical or formal restraints leads all too often to new forms of quite burdensome fraternity (with bureaucratic supports) and/or to revived forms of sectarian bondage to dogmas and self-nominated (sometimes quackish) authorities. The peer-group at school or college can also be a prison of conformity.

Mrs Martin is especially interesting in her discussion of religious developments. For it is through their impact on religious life that the "expressive revolution" may come to have its most enduring impact. Even here however, the antistructural mode has led to new forms of tightly-managed religious life - often with an appeal to those same young (and not so young) people whose lives have been disordered by new-found opportunities for self-expression, liberation and endless (often all too boring) "doing of one's own thing".

April 1982

We're offering new subscribers a great 12 down!



- Across**
- Spread unevenly
 - Part of a Million title
 - A month, nothing more, in Ireland
 - He won't settle down
 - 22 down should be this
 - Collaps onto, so to speak
 - Head of a chapter
 - Denizen of the ultimate ditch
 - Frequently under observation
 - What's in this stands out
 - Fluffy word
 - If the end of this gets in the way the whole may result
 - Retunes (verb)
- Down**
- Heavily gold between mother and me
 - Out of cooperation
 - Uprised this val and got a sharp reproof
 - Intensely watched
 - In some hands the things become trumpets
 - A religious service
 - The horseman has dropped as if
 - Seemed like a curious scene
 - This ought to be square
 - Momentary stoppage
 - Written by a picturehouse scholar
 - Calverley's picturesque scholars carved their names on every one
 - Preceded advantage
 - Parents in a negative way
 - Used to be somewhere in France
- 26** This means study
- 27** Simply enormous
- 28** There's a lot in this voice
- 29** This scientist has lost his head
- 30** A form for the worse
- 31** Done with a coarse tie
- 32** Red lion (verb)
- 33** This rooster's going back
- 34** Means a plaything with its past
- 35** Means confidence
- 36** A mixed welcome means getting the bird
- 37** The man in the moon
- 38** Only a controversialist could do this on a chair
- 39** Happens afterwards
- 40** Climbing ladder in ocean
- 41** A terrestrial spider
- 42** The final crack
- 43** The little devil's on our money
- 44** Ladies in evening frock
- 45** Time measurement
- 46** Soldier than 4 across
- 47** Ladies in evening frock
- 48** Presents so conspicuously this
- 49** Gets the boot
- 50** Half his forehead may mean twice
- 51** Works, but usually plays
- 52** She's dead
- 53** Only a controversialist could do this on a chair

After you complete the crossword complete the coupon below and have The Times Educational Supplement delivered to you by post every week. As a special offer to new subscribers we're offering a rate of £27.50 for a full year's subscription. Simply complete the coupon below and mail it to us and our computerised subscription department will process your order at once. By the way the crossword is the first that ever appeared in THE TIMES and when you reply we will send you the solution together with your first issue of the TES.

THE TIMES Educational Supplement

*Offer applies to NEW Subscribers in the UK only.

Please send me The Times Educational Supplement for one year I enclose my cheque for £27.50 made payable to Times Newspapers Limited.

Please print

NAME _____

ADDRESS _____

Signature _____

Date _____

Mail this coupon to: NIGEL DENISON Times Newspapers Limited, PO Box 7, 200 Gray's Inn Road London WC1X 8E2.

For more subscribers should write for information to the address above.

arts Breaking the bank

David Whitehead on a television economics essay

The Great Depression. Five-part series. London Weekend Television. Sundays 1.30pm.

According to Professor Joan Robinson, the purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists. These programmes demonstrate the danger of following expert advice, when it seems contrary to common sense. Politicians of the inter-war period were almost all economically illiterate, and found difficulty in refuting the orthodox pronouncements of the Federal Reserve Board and Sir Montagu Norman.

These five one-hour documentary programmes trace the causes of the Great Depression in America and the U.K., consider its effects on the Weimar Republic and the growth of fascism, and describe how Roosevelt's New Deal helped America to recover. The final episode asks whether it could happen again (hasn't it already?).

The first programme, last Sunday, described the American economy under President Hoover, and hung its story around a celebration, on October 21, 1929, in Dearborn hosted by Henry Ford, with Hoover and Edison as principal guests. Ford was shortly to open factories in Cologne and Dagenham, and aimed to sweep the world with his mass production techniques. The future of capitalism looked rosy. But three days later, Wall Street collapsed. The programme treated this great financial panic quite conventionally, with the usual newsreel of distraught brokers besieging the trading stands. Despite the confidence-boasting tactics of J. P. Morgan's Richard Whitney, heavy selling continued until many small investors had lost their life savings.

The presenter, Godfrey Hodgson.

related how the Great Crash triggered off a chain of economic disasters, only finally overcome by the terrible catalysis of war. The tremendous growth of credit, and the overcapacity of the car, construction and consumer durables industries are blamed for the bubble: it just had to burst, as everyone lost confidence and rushed to convert their stocks into cash.

After 25 minutes of narration and newsreel, which felt rather like being lectured at, the first reminiscing worker was wheeled on (actually in bed) to say how he had earned 50 cents a day as a Tennessee farmer. A number of these old worthies kept on reappearing, though they did not seem very articulate about their experiences.

America didn't know how to cope with its unemployment. The conventional wisdom was that if a worker was out of a job, it must be his own fault. Hoover refused point blank to listen to the demands of the Unemployed Association: it was not the concern of the Federal Government. In 1932, Hoover reiterated that "we must resolutely balance our budgets" and the American people very sensibly threw him out and elected F. D. Roosevelt, who promised government intervention. Laissez-faire could no longer be permitted, if capitalism itself were to survive.

One of the most fascinating speculations aroused by these programmes is how post-war Britain has repeated the mistakes of the twenties and thirties. Churchill's return to the Gold Standard in 1925 is mirrored by the Wilson government's post-nominal of the inevitable devaluation in 1967, whilst the May Committee Report of 1931, which stressed that public investment could only grow at the expense of private investment, and so was unthinkable, is reflected in the "crowding-out" ideas of the present Thatcher administration.

The second programme charts the

course of the British economy in the inter-war period. The return to the Gold Standard is blamed for many of Britain's problems, especially the difficulty of exporting (again a point with the recently overvalued sterling exchange rate). Norman, the Governor of the Bank of England, is criticised for his inaction. Keynes's *Lectures on Recessions*, and *Boobyism* explains how Musley was the first to apply the intellectual breakthrough achieved by Keynes to practical policy. In his Memorandum to the Treasury, which was of course rejected, Shinwell and Ferner Broad way and their recollections. Philip Snowden, the Chancellor of the Exchequer in MacDonald's Labour cabinet, and Norman both orthodox believers in the old faith of orthodox economics - embraced each other "with all the fervour of two long separated lizards".

Hodgson explains the Keynesian system: he sounds just like a level economics teacher, though to half to stimulating. He then shows how MacDonald's subsequent National Government ignored Keynes's ideas for public spending and aimed for a balanced budget, thus worsening the depression.

The trouble with this story is that it is so well known, and has been expounded before with so much verve by J. K. Galbraith and others. These bland, descriptive programmes take no particular point of view, and provide no deeply felt recollections about what the depression was like for the majority of the population. The narrator grinds out his remorselessly, and it would be difficult for the layman to concentrate on his detailed technical explanations, for example the effect of changing exchange rates. Transmission from the London area is 1.30pm on Sunday, which rules out serious viewers for many people. Like so many documentary programmes, they would inevitably be more suitable for use in education, especially for history and economics classes.

Nihilistic misanthropy

Summer. By Edward Bond National (Cottesloe) Theatre Skirmishes. By Catherine Hayes Hampstead Theatre

"Death is the most certain of all things" says Martha opening *Summer* "a European play by Edward Bond". She is dying of tuberculosis (Lymphatic Carcinoma), the prognosis of which her physician son details while she listens with stony silence. His brilliantly written medical-jargon speech is directed against Xenia, who has come to visit Martha and urges a second opinion against the diagnosis. Xenia is the daughter of the house, now state-confiscated, in which Martha was a servant. She saved Martha's life during wartime German occupation. After the war Martha testified against Xenia's father as an "exploiter" of the people, despite his help in the partisan struggle to overthrow Nazi oppression and he was executed.

"All this comes out in the long tirades which Martha addresses to Xenia and all who will hear - Greek dramas in awkward translation - Martha's 'oracular' utterances are Bond's 'parables', his self-consciously poetic-artistic address to the audience. The burden of his message seems to be: it is better to be hated than loved or respected; to confuse kindness with justice is corruption; paternalism merits death, condescension - capital punishment; spit in the face of kindness; answer caring with cruelty. Such nihilistic misanthropy is anti-human; brute beast-behaviour better.

In his desire to get his bleak message across, Bond takes sides - fatal for a playwright: Martha (like the black girl in his last play *Restoration*) and Xenia are less deeply imagined, less humanly realized than anyone.

Edward Bond's *Summer* is published by Methuen at £1.95.

Crossroads

Moon Mill. By Joan Alken. Unicorn Theatre Company at Aris Theatre

There are too few professionally produced plays for children, especially those of the Christmas season. There are fewer still which assume a degree of intelligence and perception in their young audiences. It would thus be a welcome change to see a play by a child's children's novelist, *Moon Mill* by Joan Alken, which is unfortunately *Moon Mill*.

The plot concerns a boy called Tod (Nicky Margolis as a convincing adolescent) who is also the boy's assistant, though this does not plunge much on his earthly plane. Kidnapped by his divorced father, Tod finds himself at Moon Mill, an ancient centre for local marriage and birth rites which stands on the crossroads of two ley lines. The occupants of the mill are a professor who has discovered that once every 99 years a ley line from space comes to the earth, only once, logically-minded sister. Several other numerous cats. (If Eve is present in the character of the Devil and is represented by wholesome brown trousers and patchwork, the portrait wishes to destroy the birth of a child, there will herald 90 years of peace, there will be forgotten in the last hours. The scene outline is richly fleshed by Catherine Hayes's observant writing and creative imagination of three actresses: Anna Wing, Gwen Taylor, Frances De La Tour. This superb trio enlarge our human experience, increase our range of sympathy, send us out buoyant. For all its preoccupation with death, *Skirmishes* is life-enhancing.

John James

Joan Alken does not shrink from the challenge of writing for this most difficult age-group, the 8 to 13-year olds, but if children are left unsatisfied, adventure they are left unsatisfied, especially by Tod's ill-considered parture for - well, what?

Heather Nell

Radio Crushed flowers

"Literature must be taken and broken to bits, pushed apart, squashed, then its lovely reek will be smelt in the hollow of the palm; then, and only then, its true flavour will be appreciated as its true worth..."

Thus Nabokov, in his *Lectures on Russian Literature* published last week. Characteristically, he has hit an elusive nail right on the head. He goes on: "... the broken and crushed parts will come together in your own mind and you will have contributed something of your own blood."

It is often felt that to analyse literature is to spoil it. This feeling surely arises from the experience of arid, second-rate criticism. As Nabokov points out, at least by implication, the analysis of literature with the benefit of experience and emotion and understanding of life as well as with the analytical mind can only enhance its effects.

The poet Vernon Scannell's new series, *A Closer Look* (Radio 3, Sundays, 3.25 pm) shows how successfully radio can be used as a medium for discussing and analysing literature in a "Nabokovian" manner. Mr Scannell's grasp of the material he talks about has a personal, insightful, original quality less surprising from a practitioner than it would be from a critic. His interest is in the poetry's meaning and effects, not in theory building.

Not too unexpectedly, one of the main tasks Mr Scannell has set himself is to correct some misconceptions. In the first of his six programmes he discussed the verse of Thomas Hardy, which poets have always admired whatever others might think. He defended Hardy against F. R. Leavis's strictures that the versification is odd, the language clumsy and the outlook depressing. Hardy's versification is striking and original. Mr Scannell claimed, his language

that of the Dorset villagers among whom he lived, not sophisticated Londoners, and his view "truthful". Mr Scannell gave a fascinating analysis of *During Wind and Rain* and *Channel Firing* to prove his points. The only fault to be found was that the textual analysis of *During Wind and Rain* preceded the reading of the poem and was, as Vernon Scannell himself said it would be, impossible to follow. This mistake was not made again.

Subsequent programmes have featured Keith Douglas, a neglected World War Two poet, and Matthew Arnold. The three to come are on Wordsworth, Edward Thomas and George Herbert.

Perhaps the success of *A Closer Look* will encourage Radio 3 to produce more such series. Radio is the ideal medium for the reading and discussion of poetry. One 20-minute programme a month on new poetry (*Poetry Now*, Radio 3, the first Friday of every month) seems woefully meagre. Poetry, Pleas (Radio 4, Mondays, 11.50 am) mainly presents popular favourites, though works by little-known or slightly less "accessible" writers are sometimes included. *Time for Verse* (Radio 4, Thursdays, 7.20 pm) is at present in the hands of Simon Brett and features intentionally or unintentionally humorous verse of a didactic complexity. Both these series are useful slots and their 10 minute length suits them well. But more programmes on poetry of greater length and depth should have a place on the airwaves.

Poets Joyce, a 20-minute anthology of poems inspired by James Joyce (Radio 3, February 9) was an oddity in the slightly bizarre and uneven Joycecentenary series. None of the poems was strikingly good and the Joycean source of some of them seemed obscure. Presumably they were savoured by Joyce addicts, especially the punning Joycecentenary ode by Derek Mahon.

Frances Hill

Animal refuge

Sr Edwin Landseer. Tate Gallery until 12 April.

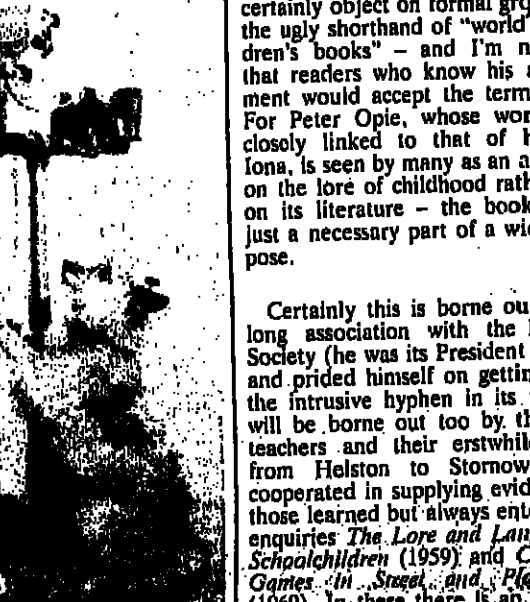
When Sir Edwin Landseer died in 1873, he was given a state funeral. Flags flew at half mast and shops lowered their blinds in respect. But he died a lunatic, forever incapable of resolving the contradictory impulses that tore him apart: generous and loyal yet paranoically suspicious, a perennial hypochondriac who never missed the chase, he was a gregarious socialite who remained neurotically alone.

In attempting to reevaluate him as both man and painter, the exhibition unintentionally reveals just how paradoxical and unresolved his art was too, and nowhere more so than in the way it reflects his attitude to women. Apparently rapacious, particularly towards his models, there is not only an absence of nude pictures but hardly an image that directly expresses his adult emotions.

To do that, Landseer took refuge in animals, anthropomorphosing his feelings in unwittingly sentimental pictures that made him popular, like *The Old Shepherd's Chief Mourner*, or *Jack Bull*, like *The Otter Speared*, where a pack of hounds howl for the writhing silky creature held high above their heads.

If we admire Landseer as a fabulist and defend his art as a reflection of human, social behaviour, as is frequently done, then we must surely conclude that *The Cat's Paw* is a swiftest, in *La Fontaine*, the monkey only persuades the cat to take hot chipmunks from the stove but, in Landseer's picture it is forced, agonisingly, to do so. An image that no amount of argument or pointing to defects can ever defend.

For his largely aristocratic clients, however, no defence was needed. They like the artist, enjoyed the kills and were either too insensitive,



Macaw, Love Birds, Terrier and Spaniel Puppies, belonging to Her Majesty (also called Islay and Livo with a Red Macaw and Two Love Birds) 1839

or conditioned to the brutality. This included the queen, and although Victoria complained that Landseer and laziness prevented Landseer from completing her portrait she turned not one hair when he delivered *Windsor Castle in Modern Times*, in which the infant Princess Royal, surrounded by blood-stained birds, fondles a dead kingfisher, her dying parents looking on.

Here, at least, the sentimentality and violence are brought together if not resolved, but can we today respect it?

Michael Clarke

Ideas in action

Gordon Bowker on the Newham International Festival of Theatre-In-Education

Last week some four dozen devotees of living drama foregathered at Stratford East's Royal Theatre to prove that Theatre-In-Education, though the beleaguered, ill-served and well-battling along on at least three continents. For seven exhausting days this most hallowed centre of post-war radical theatre and its surrounding schools became the setting for a drama of ideas in action - Newham's Second International Festival of Theatre-In-Education.

It all began on a cold Sunday afternoon with producer Ronald Eyre bemoaning the modern theatre's lack of audience participation and assuring the shivering congregation that the Theatre Royal had always been a notable exception. ("You need it here to keep warm," muttered a cynic to my right.) Then Stepeny-Joan Professor Harold Rosen quoted Joan Littlewood saying there was more drama out there on the streets than ever inside our playhouses - a view eerily refuted on Wednesday night when the theatre was broken into and robbed. Someone, it seems, had taken literally the claim that this was truly a people's theatre.

As the week progressed the debate and the theatre warmed up. Not surprisingly TIE practitioners are as unfed about aims as they are divided about methods. There was much talk about breaking "down subject ghettoes" through "touch" and "spontaneity". Volkmar Ludwig, Director of the radical West Berlin Grips Theatre spoke for most when he said, "Ours is a theatre of enlightenment" opposed to "fairytale" theatre which most children are fed. And whether from London, Leeds, New York, Vancouver, Sydney or Berlin, actors and speakers shared, it seemed, a common style and common language, reflecting the fact that TIE's roots are in radical and fringe

way of participation? No such criticisms could be levelled at Leeds TIE who involved festival-goers in a dramatized English language project for infants. English and Asian neighbours threatened with eviction invited the audience into their homes. The hope is that by crossing the line between make-believe and reality something is learned about how others live and suffer. There was plenty of "touch" and "spontaneity" here from a company which combines intelligent acting skills with great sensitivity.

Other companies left everything to the imagination. Buster, a lively new group from the Elephant and Castle, performed a boisterous play about physical handicap to top juniors at Hylsfield Primary School, where the subject and acting were probably strong enough to leave lasting impressions. Merseyside Young People's Theatre Company gave us Willy Russell's *The Blood Brothers*, and entranced an audience of restless teenagers who at first seemed to have come along to break up the show.

Memorable moments also included tough talk about not stirring up audiences then leaving teachers to cope with disorder, a disastrous "Wild West" musical from Bath over which the veil of forgetfulness had best be drawn, a thoroughly engrossing participatory experiment by Greenwich YPT taking us through a Polish-type political crisis, and a fascinating performance from four Arts Council Advisers amusingly reluctant to explain how they assessed theatre.

There might indeed be more drama on the streets than inside our theatre, but last week's Newham TIE Festival was at least one exception to that rule.

Peter Opie: an appreciation

The death of Peter Opie on February 5 has taken from the world of children's books one of its rarest inhabitants: a man of scholarship, I'm not at all sure that he would thank me for making that remark - he would certainly object on formal grounds to the ugly shorthand of "world of children's books" - and I'm not sure that readers who know his achievement would accept the term either. For Peter Opie, whose work is so closely linked to that of his wife Iona, is seen by many as an authority on the lore of childhood rather than on his literature - the books being just a necessary part of a wider purpose.

Certainly this is borne out by his long association with the Folklore Society (he was its President in 1963), and prided himself on getting rid of the intrusive hyphen in its title. It will be borne out too by the many teachers and their erstwhile pupils who cooperated in supplying evidence for *The Love and Language of Schoolchildren* (1959) and *Children's Games in 'N' Street and Playground* (1969). In these there is an amazing integration of recorded custom, factual elucidation and historical comparison - so that when, for instance, the Fifth of November is in question you get not only "Please to Remember" and its variants, but the "poetry" of fireworks names (which, the information that Boy Scout Rousers were banned after 1955) and a giant list of parallels from former times.

This quest for evidence among the ephemeral trappings of childhood is no easy matter - and in the forties (before people like Mr and Mrs Opie had done so much work) it must have been a fearful labour. Admittedly there was a signpost to our understanding of children's literature in Harvey Darton's *Children's Books in England*, which Peter Opie reviewed alongside *Selborne and Virginia Puerile* for its style as well as its perceptiveness. A dimly there occurred in 1946 the Russell exhibition at the National Book League, whose formative influence he has acknowledged in print. But during these years Peter and Iona Opie had almost single-handedly to establish a bibliographical technique for dealing with their elusive subject.

This was done in part by worldwide correspondence and in part by getting to know the often badly catalogued public collections of children's books, and by building up their own magnificent holdings. The fruit of this work has been seen by many in the brief but authoritative essays that define and support such popular anthologies as *The Oxford Book of Nursery Rhymes* of 1951. The whole of *The Classic Fairy Tales* and *A Nursery Companion*, more obscurely, but at the same time more impressively, it is seen in their mastery contribution to the eighteenth-century volume of *The New Cambridge Bibliography of English Literature* and in the discursive editorial material and indexes of the limited edition of their catalogue: *Three Centuries of Nursery Rhymes and Poetry for Children* (1977). Peter Opie's acute perception here of the way in which the future study of children's books might be conducted shows how much he still had to contribute. His loss is irreparable.

Brian Alderson

Multi-cultural directory

A brochure on multi-racial arts education intended for use as a source directory has been published by the Commission for Racial Equality.

The collection of articles, pictures and information lists are the result of five conferences held two years ago by CRE, the Arts Council and the

Sarah

Learn Your Name JIGSAW

Brightly coloured letters in jigsaw frame above a blackboard. Order any name £1.95 up to 8 letters, 25p each extra letter. Postage & packing per jigsaw add 75p. Send Cheque or P.O. to: C.H. Crafts, 65 Wyke Road, Coventry, CV5 9DT.

New Framework English extended-

FRAMEWORK EXAMINATION ENGLISH A and B

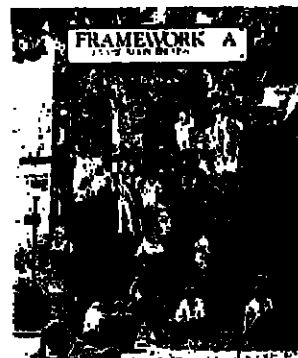
Don Shiach

Two new books are being added to the Framework English series - the series which gives students a thorough grounding in English skills as well as encouraging them to write with imagination and creativity.

Framework Examination English A and B provide a natural extension to the first three books but can also be used independently as they provide a comprehensive and systematic coverage for English courses leading to public examinations.

Available March Framework Examination English A 0-17-433354-4 about £3.25

Available Autumn 1982 Framework Examination English B 0-17-433355-2 about £3.25



And for young school leavers-

New Language for Work

Don Shiach

Language for Work gives practical and down to earth advice to young people looking for jobs. The author considers the best approach to tackling written and oral applications, the working environment and gives advice on how to cope with new responsibilities - like opening a bank account, tax and budgeting.

0-17-433301-3

£2.95



To obtain an inspection copy simply complete the coupon and post the address given. No stamp is needed.

- Please send me an inspection copy of: Framework English 1 0-17-433351-X Framework English 2 0-17-433352-8 Framework English 3 0-17-433353-6 Framework Examination English A 0-17-433354-4 Framework Examination English B 0-17-433355-2 Language for Work 0-17-433301-3

Please send when published Name School Address

TES19.2.82

Post to: The Promotions Department, FREEPOST, Thomas Nelson and Sons Ltd, Nelson House, Walton-on-Thames, Surrey KT12 4BR.

Nelson

books Fresh wind in the sails

Grenville Wall on a restatement of the aims of education

The Aims of Education Restated. By J. P. White. Routledge and Kegan Paul £8.95. 07100 0941 0. £4.95. 0998 4.

In the mid sixties the philosophy of education underwent a renaissance largely through the efforts of Professor Richard Peters of the London University Institute of Education. This coincided with a period of expansion and optimism in education, coupled with an increasing degree of self-determination for educational institutions and their staffs. The thesis, associated with Peters's work, that education has aims that are intrinsic to itself served to justify claims to institutional and professional autonomy and, for a while, even seemed to reflect institutional and professional reality.

Some of the grand organizing ideas of that time seem strikingly inappropriate to the early eighties. Not only has philosophical criticism taken its toll on these ideas, but now we have recession, increasingly centralized control and cuts on a scale that would have seemed inconceivable a decade ago. Whatever its philosophical merits, the intrinsic aims thesis now has the air of unrealistic special pleading: how can education demand institutional and professional autonomy and billions of pounds of taxpayers' money? The state of affairs the thesis once helped to legitimize no longer exists and so the thesis has lost its ideological potency.

The fact that for several years the philosophy of education has been showing signs of having sailed into the doldrums and lost steering way is therefore perhaps connected with the changing fortunes of education itself. In his new book John White tries to blow some fresh winds into the subject's sails and trim it to the times - at least, in respect of wanting explicitly to incorporate the good of the community into his account of the aims of education.

White claims, somewhat nervously, that his is the first book-length discussion of the aims of education for over 50 years. He begins by expressing some impatience with the thesis that the aims of education are intrinsic to it. The trouble with such a thesis is that it leads to a proce-

sure for identifying these aims which is virtually circular and often achieves no more than a confirmation of one's pre-reflective intuitions on the subject. White claims, nevertheless, that a discussion of aims is indispensable in any philosophical theory of education and that neither behavioural "objectives" nor "principles of procedure" are adequate substitutes.

What should these aims be? First, White claims, education should aim at the good of the pupil. But how are we to determine what this good is? Apart from certain basic and uncontroversial elements in the pupil's good (such as food, shelter, health, etc.) White argues that a proper answer to this question depends on the identification of intrinsic goods.

He is sceptical of establishing an objectivist theory for the identification of these goods, such as Peters once attempted to do, and resorts to a qualified version of a theory adopted in an earlier book. This is the "post-reflective desire-satisfaction theory" - a radically subjectivist view which identifies an individual's good with what brings the greatest satisfaction of desire after (an unspecified amount of) reflection and experience. From this White infers that an education intended to promote this kind of good must be wide - "synoptic" - and must place considerable weight on the pupil's achievement of a significant degree of autonomy.

Pupil-centred aims are not, however, the whole story. As a moral enterprise, education must also be concerned with the good of others. The weight to be given to this depends on finding a conception of morality, and a corresponding conception of moral education, which is based on a proper adjudication between the claims of the individual's own good and the good of others. The difficulty of making this adjudication, involving, as it does, assessing the merits of "universalist" versus "minimalist" moralities, leads White once more to lay great stress on the pupil's achievement of autonomy.

White's conception of moral education helps to shape his conception of the economic aims of education and his views on education for citizenship - old-style "extrinsic aims". That education should make a contribution to the economy goes

without saying. The trouble in the industry and commerce have traditionally wanted almost blind obedience from their workers and that inconsistent with the aim of autonomy. The two aims can only be rendered consistent with the introduction of work-place democracy.

White also favours a neo-classical conception of education for citizenship. Although alive to the potential totalitarian dangers in such an idea (or a corrupted version of it), he argues that since the state forms part of the moral framework of the community through which individuals and groups relate to one another, education for membership of the state community is an important aim. Since he presupposes that the state is a democratic one, he concludes that education for citizenship must be politically formed, "synoptic" in character and not confined to an elite.

I am inclined to support White's general conclusions - the emphasis on autonomy, the advocacy of synoptic schooling which is, in my aimed at the worlds of work and citizenship. Nevertheless, I have reservations about some of the philosophical underpinnings - his theory of individual good and the brief reference to democratic theory, for instance. But my main reservations are of another kind.

White's book is aimed at a wide educational audience and is therefore written in non-technical language. This virtue is offset, however, by the appearance of some of those which have become so characteristic of some practitioners of the subject: "hived-off", etc. and the text is not enhanced by expressions such as "fixing up one's concept of education". In 1982 it is surprising to find a professional education writing of a society in which "everyone is an educated man".

Finally, White attempts to anticipate the charge of utopianism. He successfully rebuts some versions of it, but the objection that you cannot change schools without first changing society is a hard one to deal with. There is a lot of apparently un-determinist argument in the book to support it. But simply to deny that such an argument is possible, even if the denial is correct, is not enough to dispose of it.

Living with Uncle Sam

Under the Eagle. By Jenny Pearce. Latin American Bureau £2.50. 0 906156 12 2.

El Salvador is not the only country in the world where, within the past few years, vast numbers of innocent people have been killed for no greater offence than being in the wrong place at the wrong time. The inhabitants of Beirut, Muslim and Christian, have been living and dying in their thousands in a terrible battle-field since the mid-seventies. In Guatemala, El Salvador's neighbour, death squads have been slaughtering the victims for the last 15 years. In Nicaragua, another of El Salvador's neighbours, 18 in every thousand of the entire population died during the struggle which led to the overthrow of the hated Somoza dynasty in July 1979.

But it is El Salvador, a poverty stricken little nation not much larger than Wales, bereft of strategic and commercial attraction, that is being thrust before us increasingly today; front page news in journals, whose foreign correspondents, let alone readers, would have been hard pressed to locate it on a map not long ago. Jenny Pearce's book is, therefore, as timely as it is important, for it sets out to examine the history and the nature of the relationship - if that is the right word for a great power's dealings with minor nations - between the United States and the nations, like little El Salvador, in "Uncle Sam's backyard", Central America and the Caribbean.

A general election is scheduled to take place in El Salvador on March 28 this year; Britain is one of several Western states invited to send an official observer. However Whitehall may view it, the purpose, in the eyes of the military-civilian junta which rules El Salvador, is to obtain some international respectability, some certificate of a free and fair vote in a country which is, in fact, being torn apart by civil war.

At the time of writing, it looks as if the Foreign Office will accept the junta's invitation - something I believe they would quickly come to regret. Some of Jenny Pearce's conclusions about events in El Salvador might, I suppose, be labelled "left-wing", but are political labels relevant in the case of a government which permits the very least, its troops to torture and murder its own citizens by the thousands and tortures a blind eye, again to say the very least, to the activities of death squads which, beyond disputes, contain members of the security forces and police?

The Salvadorean guerrillas also kidnap, bomb, murder and intimidate in their battle against the junta: when I began reporting from El Salvador a couple of years ago (one of a good few hacks who, as Richard Gott observes in his foreword, became interested in the region after the victory of the Sandinists in Nicaragua) I thought that most ordinary people, especially the campesinos, the rural peasants, were less interested in armed revolution than the chance which the junta's proposals for land

reform may have offered for them to improve their dreadfully hard lives. Perhaps the two things are incompatible. What I certainly believe is that the decision of the US, specifically the Reagan administration, to deploy its great military and diplomatic weight in support of the beleaguered junta is a catastrophe.

It may well be that the guerrillas, whose military prowess I doubt Jenny Pearce rather over-estimates, can be held off, conceivably badly battered, by huge injections of US military aid; plus more advisers to train the junta's unimpressive troops. But many thousands more innocent Salvadoreans will be killed in the process, and a policy which only accepts that it is not just a disgrace to the US and those allies which do not repudiate it, it seriously damages the cause of anti-Communism which Messrs. Reagan, Haig et al claim to be defending in the region.

By concentrating on El Salvador, this review does not do justice to the high quality of research and presentation elsewhere in Under the Eagle. The book, in fact, provides the best informed account and analysis of "the United States's prolonged and intimate involvement in the lives of millions of people in Central America and the Caribbean" that I have encountered. Jamaica, Cuba, Nicaragua, El Salvador could all join El Salvador on the front pages during the eighties, says Jenny Pearce explains why.

Philip Jacobson

Lingo

Much has already been spoken and written about the degree of racism implicit in the English language but surely such criticisms have not gone far enough. Why limit them to insults to coloured people? There are many other minorities in this country who suffer daily and needlessly from slights and ridicule which have their origin in the English language itself.

CODSWALLOP

of the greatest approbation. A full education is said to produce personalities "in the round" while a well-informed, active person is described as someone who "gets around". Contrastively, the word "flat" is used in a pejorative sense when applied to beer and flat-chested women.

The English constantly have pang of compassion for the disadvantaged but how crocodile these tears are seen to be where left-handed people are concerned. CABAL (Campaign Against Belittling All the Left-handed) has provided me with a mass of evidence to justify their campaign and I can offer only a few examples

in this brief space. The media have turned the word "left" into a term of abuse, raising it even to the level of a bogey-man. Teachers on school outings harry their pupils with cries of "Keep moving or you'll be left behind", an insult compounded by smutty association. The general public seldom uses the word "correct" preferring the hurtful "right", therefore casting aspersions on the competence and abilities of the left-handed.

NAVEL (Nuglify Attacks on Vegetarians in the English Language) has pointed out to me how the word "green" is used contemptuously in English, indicating someone inexperienced and glibbie, while by analogy scorning those to whom green vegetables are the very stuff of life. On the other hand, "put some beef into it" is a typically prejudiced variant of "show some initiative and energy". How biased can one get?

Several other organizations, such as LAUGH (Literary Allusions Unfair to the Ginger Haired), WAFLE (Words Against Fairly Fat Ladies in English) and VAPID (Verbal Abuse against Pigeonfanciers in Durham) have prepared substantial dossiers which I am collating to present to the Schools Council in due course as part of my case urging the setting up of the CODSWALLOP Project (Campaign to Outlaw Discriminatory Structures and Words Against Left-handed Lighthousekeepers and Other Persons). Support from classroom colleagues would be much appreciated. Tom Hastie

Out on the streets

What Shall We Do With the Children? By Catherine Kiddle. Spindlewood 70 Lynhurst Avenue, Barnstaple, Devon. £2.35. £4.95.

The title suggests a story. And that's what the reader gets. It's a lovely tale of how The State, a band of travelling players, combine earning their modest living from putting on street theatre shows all round the country with meeting the statutory requirements for educating their children. They register as hometeachers. Catherine Kiddle is a trained teacher - and clearly a gifted one too. The pupils were a group of eight children aged one to eight. Their school was an ever changing physical environment with an ever changing range of activities required to produce a succession of commissioned street shows. The curriculum rested on the basics but encompassed anything which caught the children's fancy. Everything became a route to learn-

ing. A highly professional view was taken of this learning. The parents' evaluation of their children's learning was probably more systematic and considered than usual. And it posed a tough question: either educate to fit the existing world or educate to make the world a place you dream it could be. These parents took on the responsibility of educating their own children and held to a vision. Read it; 1982 will feel better if you do. Norman Evans

smp 7-13

The School Mathematics Project

This course has now become established as one of the most successful mathematics courses in primary schools. It is used in a wide variety of situations and its content and approach have brought both understanding and enjoyment to large numbers of children.

- Aims: To provide variety and flexibility. To present a course that allows children to work at their own speed. To ensure a continuous, steady flow of ideas. To see that the language level at each stage is such that instructions and questions can be read without difficulty and therefore present no barriers to mathematical progress. To stimulate brighter children while at the same time making sure that the less able grasp essential ideas. Structure: Six Units, each covering about one year's mathematics. Units 1-4 are designed for use in primary schools; Units 5 and 6 for secondary schools where transfer is at 11+. Each unit consolidates and extends the content of the previous Unit giving a continuous progression of work. Each unit consists of three sections, in turn divided into modules; the level of difficulty within a module varies so that less able, average and brighter pupils will find work to suit their needs, interests and abilities.

- For the teacher: Plenty of help and advice: each Unit contains a Teacher's Book, an Answer Book, Pupils' Record Sheets and Assessment Tests. Teachers can thus test each child's understanding of the mathematics covered, and keep an accurate record of individual progress. Inspection material: New Inspection Booklet in preparation. This shows how the course develops, the work it covers and what apparatus is needed. Sample cards are included so that teachers can see what the finished product looks like. If you would like a copy, please complete the form below.

To: Rosalind Horton, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU. Please send me an Inspection Booklet for SMP 7-13 Name School Address TES 19/2

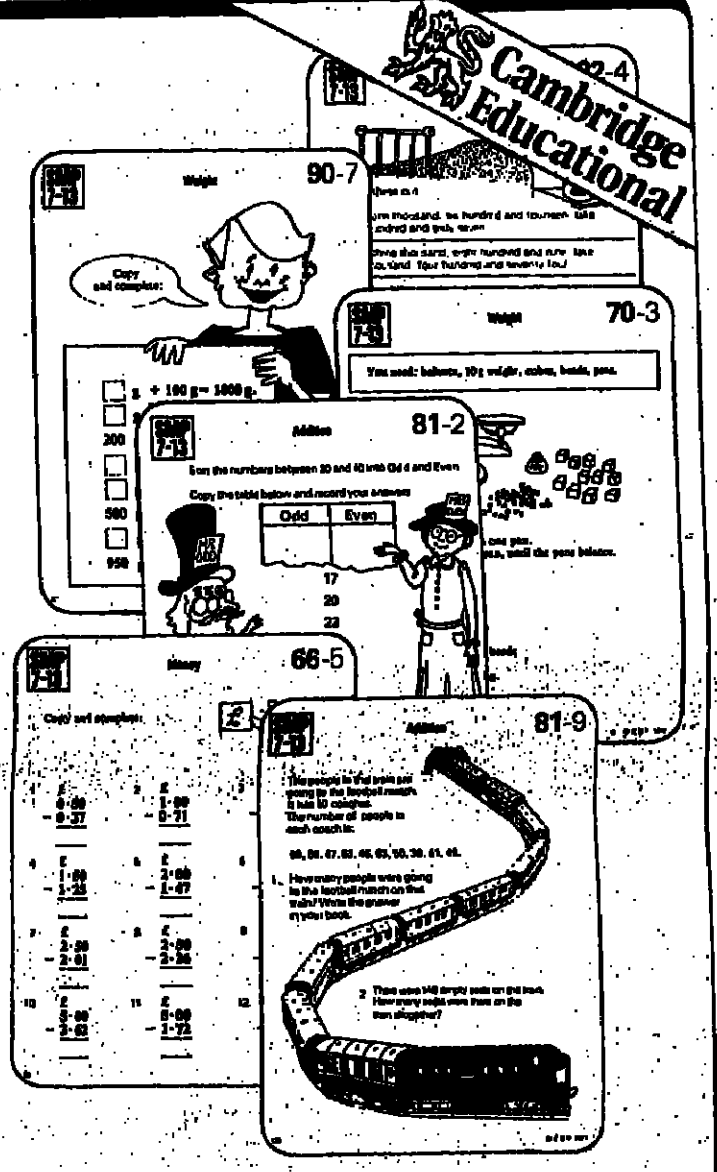
Paperbacks Archaeological dig

The Prehistory of the Mediterranean. By D. H. Trump. Penguin £3.95. 14 02 2080 1. The Living Past of Greece. By A. R. and Mary Burn. Penguin £4.95. 14 00 6086 3. The Coming of Rome. By John Wacher. £2.50. 586 08369 3. Celtic Britain. By Lloyd Laing. Granada £2.50. 586 08373 1.

A significant proportion of the archaeological books written today are designed for popular audiences. Most are by experts who know their subjects and rarely does one find markedly dull stylists. Yet many popular books are trivial and of small consequence. The essence of something important or useful to say and saying it clearly. The ground covered may well be the same as that in full scale academic books but with the argument simplified and some of the detailed proof and some or all of the critical apparatus. One hallmark of successful popularization is that the product is as welcome on academic bookshelves as it is in the hands of its intended consumers.

In default of the ideal there are too many insubstantial pot-boilers. These books fill no obvious need, they are badly thought out and often adopt a jarring eclecticism of style. Mostly they seem designed to fill the needs of publishers' lists rather than to satisfy the demands of archaeology. The four paperbacks under review have all appeared in hardback already and so must presumably have had some success. They illustrate, though, a wide disparity in quality. Starting at the top is David Trump's excellent book on a difficult subject. It is wide-ranging and challenging in its attempt to make us

look at the cultures of the Mediterranean in a broad regional framework. The limitations of the book lie in the subject matter itself - prehistory being a difficult subject to write simply about. More illustrations would have helped the story but it is well worth reading nonetheless. The Living Past of Greece is an odd book whose function I do not really understand. The text consists of a series of site descriptions arranged in chronological order down to and including the Byzantine period. The authors claim that "It is not another guidebook." Certainly it eschews practical information. The sub-title is "A time traveller's tour of historic and prehistoric places". It might almost be described as an archaeological companion to Greek history. The actual descriptions are rather sparse in detail and the contents patchy but there is a liberal supply of excellent plans. These may incidentally justify the book as a handy reference work. The final two books are parts of the series Britain Before the Conquest which in toto was and is unnecessary and in its component parts largely uninteresting. John Wacher's contribution is serviceable but the presentation is very unbalanced with far too much stress on epigraphic evidence. The second book by Lloyd Laing, who has written all or part of three of the five books in the series, is even less satisfactory. Its design brings out the idea that the native population of pre- and post-Roman Britain was the same. However, the narrative which tells the story is rather pedestrian and suffers through being over-condensed. This particular book was criticized on first appearance for its inaccuracies and these have not been corrected here. Both books are extensively illustrated with photographs of the most wretched quality. Ian Caruana



CAMBRIDGE UNIVERSITY PRESS

books

Channel to Mediterranean

Philip Sauvain on introduction to European

Introducing Belgium. By Anthony Barnes. Introducing Switzerland. By Joan Pargeter. Harrap £3.15 each.

Spain: An Introduction to the Spanish Nation. By A. T. Wright. Hodder and Stoughton £1.75.

Visual Geography series

Poland in pictures. By Robert Obolki. The Oak Tree Press £2.50.

Harrap's European Studies Course.

Europe in the World. By Nicholas Dorton. Harrap.

It would be helpful for parents and teachers alike if every book intended for use by children, carried a symbol or a number denoting the age and ability range for which the book was written. It might even help the publisher for in *Introducing Belgium* the text ranges from "Regional and cultural autonomy were seen only as a first step to an even more fundamental reform of the structure of the Belgian state" at one level to a simple completion exercise "I was surprised to learn that ..." at the other.

For CSE this book has much to recommend it, with good distribution maps and diagrams, photographs and panels of information complementing a text which is always full of interesting supportive detail. Anthony Barnes begins with a straightforward history of Belgium and then goes on to discuss economic and urban geography, everyday life (family,

food, education, religion, work and recreation), languages and cultural achievements. This is more successful than the companion volume on Switzerland, where the text has fewer sub-headings to signpost the way ahead. This difference is all the more noticeable since the publishers have omitted to furnish an index for either book, despite the fact that the last three pages of *Switzerland* are blank anyway. Joan Pargeter personalizes her text with case histories such as that of Frau Casutt in a Swiss hotel and Paul Füssli in a Basel chemical firm. This works quite well in its own way although it does mean that the text doesn't match up to the *Belgium* book in its factual coverage.

A. T. Wright's *Spain* is the second edition of a book first published in 1974 and brought up to date with facts about Juan Carlos and the government of Adolfo Suarez. This is in a smaller format than the Harrap books but has a similar content with chapters on the geography of Spain and the everyday life, education, government, culture and history of the Spanish people. There is a good index, a detailed text and a certain amount of expendable information, such as the fact that the average Spaniard consumes 17 kilos of eggs each year.

Poland in pictures emanates from New York and British readers will have to adjust to "downtown Warsaw" and "rubber tires." The book does specify an age range (from 10 upwards) and is a revised edition of a book first published in 1969. This

is up-to-date enough to include a photograph of the Pope (the former Archbishop of Krakow) but not so recent as to include Lech Walesa and Solidarity. Overall it is good value and the detailed text is illustrated with an excellent selection of black and white photographs, one detailed map and a sensible and useful index.

Europe in the World can have no such recommendation. Many of its black and white photographs are uncaptioned for no obvious reason, some of the maps are imprecise (one depicting industrial resources omits the Yorkshire and Nottinghamshire coalfield, for instance, but includes that of Lancashire) and the text is too generalized and sometimes misleading. The author says that one of the most important reasons why Scandinavia is different from the rest of Europe is because of its low density of population. The Netherlands "has a population density of 368 per sq km while in Norway and Denmark it is 16 per sq km". But it is geographical nonsense to lump Denmark and Norway together in such a comparison, since Norway on its own has a density of about 10 per sq km and Denmark with 116 per sq km is more densely populated than a dozen other non-Scandinavian countries in Europe including France, Spain, Poland and Greece.

The author seems to be on firmer ground when writing about languages and religions than about geography. For instance the impact of North Sea oil on Norway is merely regarded as presenting "a new connection with the sea".

Ancient civilization

Town Life in Roman Britain. By Mike Corbishley. Harrap £1.65. 0 245 53535 7.

The Ancient Greeks. By Jean M. Jamieson. Edward Arnold £1.95. 0 7131 0501 6.

Publishers of books for the first few years of the secondary school must be faced with a dilemma: how to produce materials that are attractive, yet at a price the customer can afford. Two recent additions to books on classics reveal the difficulty of compromise.

The author of *Town Life* is the education officer of the Council for British Archaeology, who writes as an enthusiast and will be best appreciated by those who share his enthusiasm. Several of the 11 to 14 year-olds undoubtedly do, but the rest may well need a presentation of this kind of information that is more brightly coloured, visually and verbally. His description of the growth and development of the towns draws much of its detail from Colchester - a useful preparation for a visit there, though this is not designed as a guidebook. The fort, colony (target of Boudica, whose name we learn to spell correctly) and finally the walled city are each illustrated in turn, other sites in Britain and Europe filling the gaps in the evidence.

Some features of the picture presented - on dress and funerals - are drawn from the stock of generalized description of the Roman world. Two useful sections are those which describe local government and present the case for post-Roman survival.

of town life. The absence of an index will make this book less use by serious students of the subject.

The chapters of *The Ancient Greeks* take a dozen or so lines on social themes and give a bare summary of the subject. The best parts are those where the author admits a story: an account about Schliemann, an account from the *Odyssey* or a retelling of Herodotus' narrative of the Persians. Elsewhere, the level of difficulty fluctuates disturbingly: a pupil who needs "legends" and "stories" and "myths" is "capable of tackling the detailed philosophy that follows".

The function of the apparently, is to enable the reader to produce a "project" made of copied sentences and drawings, might well, in its own way, produce a good deal more attractive than rather muddy photographs and small-scale drawings make little but a relentless sequence of unproductive activities does not give understanding and interest, cannot convey the excitement of contact with the Greeks can be.

Even young pupils are not a reliable text, and this book contains several unfortunate oddities and confusions. The study the Greeks should be of high quality of their own, some school books on the subject so cannot hope to be philosophy side them.

Ditches, ponds, fens

Farming and Wildlife. By Kenneth Mellanby. Collins £9.50. 0 00 219239 X.

The Complete Guide to British Wildlife. By N. Arlott, R. Pitter and A. Pitter. Collins £4.95. 0 00 219212 8.

The authority we have come to expect in the New Naturalist series is evidenced once more in Dr Mellanby's overview of the interrelationships between modern farming, the way it is changing the countryside, and the wildlife of that countryside.

The farming community has come in for its fair share of knocking by conservationists. Public relations officers on the other hand have been valiantly defending those they represent. In effect, they say that not all sheep are black; rather are the great majority a near white, with some even whiter than white.

Furthermore, runs the farmer's case, Britain's growing population needs food, as much and as cheaply as possible, and intensive practices backed by all the resources of modern technology are essential if these needs are to be met. If hedges have to be grubbed out to give longer runs for high machines (while at the same time gaining yards of cultivatable ground on each side of the grubbed hedge), if trees must be cut down to make room for roads, if wetlands must be drained, then all these things are to be done (and perhaps, but only incidentally, profitably). And all this, they aver, is in the nation's interests. We already import more than half the food we eat and it would be folly not to make the maximum use of every available resource, including of course, all spare land.

These are persuasive arguments, but they cut little ice with those anxious to preserve a rural landscape and all the creatures that depend on it. Already there are hedges, prairies, potential dustbowls, in East Anglia. Many birds, insects and flowers disappear when the natural habitat is protected. Many more are exterminated when pesticides and che-

mical fertilisers are employed. The loss of ditches, ponds, even major areas of fenland, brings inevitable disaster also.

Despite the protestations of their public relations officers, many farmers are completely indifferent to the effects of their recent patterns of management. At the same time, as Professor Mellanby writes, "many conservationists have shown little understanding of the real difficulties of farmers and have given them no help in overcoming their problems". He believes there is now a growing movement to bring the two sides together.

His book considers in well-documented detail all the facets set out above, and much more. It shows that all cultivation, from the earliest times, has led to "profound changes to the surface of the globe, and to the plants and animals living on it". It is the pace of change in recent years that, while continuing the process of history, so alarms those who agitate for conservation. If compromise is possible, the urgency of achieving it cannot be stressed too strongly.

The wildlife which is the subject of so much concern is largely illustrated and described in the new Collins guide. Over 1,500 species (trees, flowers, grasses, birds, fishes, fungi, mammals, insects and the rest) are classified, with information on their distribution and identification. All the important subjects are included, with hundreds of drawings reproduced in good natural colour, complementing the precise, concise text admirably. Obviously there must be some selectivity, but in the main pages on plants and birds there seems to be no significant omission. Strangely, however, there are two pages showing farm livestock (which are, only marginally, in context anyway), which, being pictures of sheep or Limousin cattle, the very breeds for which the stranger to rural life would want an aid to recognition. Agals, Devon cattle, are also pictured, but not South Devon - a small quibble among the mass of reliable information packed into remarkably modestly priced bargain.

W. Kellaway

Trade debate

Towards European Unity. By Peggy Crane. Wayland £4.50. 0 85340 673 1.

Peggy Crane's book is a very readable description of the development of the EEC to date, together with some notes on its history and an outline of its plans for development. Examples to illustrate the Community's most controversial policies are well chosen. There is a very useful discussion of trade policy, for example, where the inconsistency between free intra-EEC trade and restrictions on trade outside the EEC are shown, and ascribed, probably correctly, to a combination of lobby pressure from unions and businessmen and governments' mistaken reactions to current unemployment levels. The description of the bizarre working of the common agricultural policy is also good; although some comment on how the situation came about would be desirable. Overall, this is a very useful book, and can be highly recommended.

Geoffrey E. Wood

Mathematical

Great Moments in Mathematics (Revised 1650) by Howard Eves is published at £14 by The Mathematical Association of America and distributed in Britain by John Wiley. It is a book of a series of lectures designed to explain to a lay audience some of the outstanding achievements of a specialist intellectual field. This condensed version of a score of the lectures covers work from the early Greeks and Egyptians to that of Cantano, Napier and Descartes.

Modelling with Differential Equations (£12.50) by D. N. Burghes and M. S. Torrie, and **Rethinking Mathematical Concepts** (£17.50) by R. P. Wheeler are lively and attractive additions to mathematics. The former explains a wide variety of applications of a valuable, rethinking. Dr Wheeler offers a stimulating examination for teachers in training or in service of their subject and its presentation.



This period photograph of Welsh (Inplate) workers is one of many included in *New Land for Old* (Adam Hilgar £11.50 and £6.95), Stephen S. Leonard's detailed and inspiring account of the environmental renaissance of the Swansea Valley.

Stars and stripes

North American Cities. By Michael J. Hellyer. Longman Revised Colour Geographical £1.25.

North America: A new geography. By Stewart Dunlop and Donald MacDonald. Heinemann £3.80.

Both these books are suitable for use with O level classes. *North American Cities* is short (48 pages), cheap, square and limpback in format. Unfortunately the publishers have economized by omitting both an index and a list of contents which is understandable perhaps in a basic textbook but inexcusable in a topic book of this type.

The text begins with a very factual, assignment-based chapter on North American cities in general, which is followed by descriptive chapters on New York, Toronto, the French cities (Montreal, Quebec, New Orleans), the capitals, the industrial cities (Chicago, Detroit and Calgary) and lastly the West Coast cities (Vancouver, San Francisco and Los Angeles). This is all highly selected (little mention of Philadelphia or Boston, for instance) and conveys little of the overall pattern of American urban geography.

Canadian cities feature strongly in the book, perhaps because the author's choice of population statistics boosted the relative position of Toronto and Montreal (ranked

fourth and fifth respectively in New York, Chicago and Los Angeles). Had he taken the Standard Metropolitan Areas (SMA) populations for the USA as well as the Census Metropolitan Areas (CMA) populations for both Toronto and Montreal, would have had to rank New York and tenth behind New Orleans, Los Angeles, Philadelphia, Detroit, San Francisco, Washington, Boston.

For an admirably clear and concise definition of the SMA and CMA categories and "the differences between the central cities and the urban sprawls which surround them" you will have to turn to Stewart Dunlop and Donald MacDonald in their comprehensive geography of North America, published by Heinemann.

The second most popular use of VCRs is for watching pre-recorded cassettes, the vast majority of which are re-issued feature films. The video age is dominated by last year's, or even last month's, box-office hits, sex and violence being the preferred topics, with the occasional appearance of re-issued TV material such as BBC Home Video's *Royal Wedding* and rock concert recordings.

Original material

Bill Hicks on videocassette and videodisc material

Amid the welter of "new age" prophecy that tends to accompany each new development in video technology, it is all too easy to overlook the relative scarcity of original material produced on videocassette for public consumption. But in the year when domestic VCR ownership will top two million - and in which the laser-optical videodisc, with its great potential for innovative programming, is expected to make a belated entry to the market - there are perhaps grounds to hope for a change.

Despite the anticipatory aura which surrounded the launch of domestic VCRs 10 years ago, it is only in the last year or so that these machines have started to create any real change in national behaviour. However, far from undermining the broadcasting hierarchy, VCRs are being used more than anything else to record off-air, in effect greatly extending the reach of the BBC and ITV programme makers, and indeed advertisers. It is not yet time for everyone to be their own television producer - but at least a growing minority can play at being their own schedulers.

The second most popular use of VCRs is for watching pre-recorded cassettes, the vast majority of which are re-issued feature films. The video age is dominated by last year's, or even last month's, box-office hits, sex and violence being the preferred topics, with the occasional appearance of re-issued TV material such as BBC Home Video's *Royal Wedding* and rock concert recordings.

By comparison, the educational video user is in an enviable position. Despite financial constrictions, schools and colleges were among the first institutions to exploit the videocassette as an economical alternative to 16mm film, and many of the old-established educational film companies have managed to cross the mechanical-electronic divide safely. From these, and from the many sponsored film libraries of large companies, a great deal of material relating to most subjects in the primary and secondary curriculum is available - in many cases on 16mm film and all video formats.

The BBC, whose Home Video division is still struggling to reach royalty agreements with the three performers' unions, can offer most of its Schools' natural history, drama and current affairs units for non-theatrical showing through BBC Enterprises. Its latest, lavishly produced non-theatrical film and video catalogue contains, for example, all the BBC television producer - but at least a growing minority can play at being their own schedulers.

The output of the numerous film/video units attached to universities and polytechnics, such as Leeds, Southampton and Brighton, is a further important source, though access can be a problem. The British Universities Film Council produces comprehensive catalogues and holds a large videocassette library; some university departments such as Southampton, distribute titles themselves; and a body of some of the best work is also held by the government-funded Central Film Library in a Middlesex. Concord Films has a growing video catalogue covering areas of social concern.

The Centre in Battersea. The Centre, which two years ago nearly became a victim of the cuts, is now producing between 100 and 120 programmes a year, which are distributed for a nominal charge to schools and colleges in ILEA on VHS videocassettes.

Although the Centre's priority to serve London schools is to some extent reflected in the content of the programmes, the majority have far wider relevance, and many of the titles, sold or rented in most video formats through the CFL, have proved extremely popular both nationally and internationally. Recent achievements include the completion of the five-part *People, Places and Planning* series, while a filmed documentary on the life and history of the River Thames is promised shortly.

External sales have gone a long way towards making the Centre self-sufficient - one of the conditions for its survival. It has also become involved in a number of co-productions. Currently the studios are making a series of 10 video programmes for the Microelectronics in Education programme, covering microelectronics in the home, in shopping, in schools and office, and including four programmes for teachers. MEP will handle the distribution of these through its regional centres, though they will probably become part of the normal ILEA videocassette catalogue.

A series of Shakespeare Tragedy Workshops is another work-in-progress; a co-production with the New Shakespeare Company from the Open Air Theatre in Regents Park and sponsored by Lloyds Bank. This will make the NSC's popular workshops for schoolchildren, which are held annually at the Round-House in North London, available to a wider audience.

NELSON FILMSCAN

Full colour video-based ELT materials

General English Language Teaching: IT'S YOUR TURN TO SPEAK
2 hours of video material
Students' Book
Study Guide in English, Japanese and Arabic editions
Designed for lower intermediate level students, this material practices speaking, comprehension and writing skills and can be used as a supplement to main course books.
Self-study pack in preparation.

SWITCH ON
Self-study material
1 hour of video material
Students' Book
Audio Cassette
A refresher course for those who have studied some English in the past, using standard American English.
The components are also available separately with a Teacher's Book for class groups.
Publication: April

English For Specific Purposes:
Each course contains:
40 minutes of video material per sequence
Students' Book
Audio Cassette
Three courses designed for advanced level learners providing oral and aural comprehension practice.
ENGINEERING BUSINESS TRAVEL AND TOURISM
For further information about Nelson FilmScan materials please contact:
The International Marketing Department,
Nelson FilmScan, Nelson House,
Walton-on-Thames,
Surrey KT12 5PL ENGLAND.



extra

Film and video



INDEX

Museum of the Moving Image	30
BFI membership scheme	31
Film or video?	32
Video in humanities	33
Screen education and the curriculum	34
Video and libraries	34
Arts Council films	35
Media Education Conference	35
Media studies and the core curriculum	36

INDEPENDENT TELEVISION FOR SCHOOLS AND COLLEGES

The English Programme Media Studies

Spring/Summer terms 1982
Mondays 10.21-10.46 and Tuesdays 10.33-10.58
(13-18 years)

Viewpoint 2

Four TV programmes which look at media representations of Youth, Race, Industrial Relations and Welfare, presented by Professor Stuart Hall of the Open University
March 1, 2 Young Once
March 15, 16 Real to reel
March 8, 9 The whites of their eyes
March 22, 23 Signing on

Also for Media Studies Teaching

April 26, 27 Funny turns with Victoria Wood (lyric writing for stage and screen)
May 18, 24 What's news? (local newspaper journalism)
May 25, June 7 One World - Jonathan Dimbleby (the role of a TV current affairs reporter)

Next year

The units for 1982/83 will be: Set books: Poetry; Language 2; TV Drama - Power; Nuclear issues: Viewpoint 2

Pupils' book: Viewpoint by Andrew Bethell (Cambridge University Press) available from local ITV Education Offices or usual suppliers.

For further details, contact:

The Education Office, The English Programme, Thames Television, 149 Tottenham Court Road, London W1P 9LL, or your local ITV company.



You can borrow over ninety free films from Shell's Film Library.

(Actually, we now have over a hundred).

You'd expect us to be a well-head of information on subjects oily and geological. But we have dozens of other ways to stimulate keen minds.

Our films deal with subjects ranging from combating river pollution to bronze age history, from motor racing to microbes, from how we cope with gales in the North Sea to the art of deep sea travelling.

All are available as 16mm colour prints (many also on VHS, Philips 1500 and U-Matic cassettes) and several have accompanying notes. You can borrow them absolutely free.

Our 1982 catalogue contains the full list, brief descriptions and the necessary order forms. Send for your copy today.

Please send me the 1982 Shell U.K. Film Catalogue.

Name _____

Address _____



Shell Film Library

To: Shell Film Library, 25 The Burroughs, Rendon, London NW4 4AT.

WHICH IS YOUR FAVOURITE AUDIO VISUAL RESOURCE?

- * 16mm film * videocassettes * filmstrips * slides
- * audio cassettes * overhead transparencies

We like them all.

And here are just a few new titles:

- NUTRITION AND FOOD HABITS (OHP) £19.50
- PAKISTAN - SOCIETY & CULTURE (kit) £19.50
- ANIMALS OF AUSTRALIA (16mm/video)

EDUCATIONAL MEDIA INTERNATIONAL

25 Boffeau Road
London W6 3AL
Tel: 01-898 8857

extra



From the ILEA's "Sing-a-Song" videocassette series.

continued from previous page

which is pledged to produce at least 15 per cent independently-produced programmes when it begins national transmissions in November.

The Centre has already put a number of proposals forward, and is working on three pilot series - one on English Language Learning; one aimed primarily at the 16-22 age group, on "Life Skills"; and one called "Craft Skills" which will re-examine the practise and aesthetics of skills in the building and construction trades.

The promise of Channel Four as well as the potentially far greater expansion expected from cable and satellite services has tempted a number of experienced TV producers and personalities away from the security of the BBC/ITV establishment to form their own production companies.

A proportion of these are surviving the interval by producing programmes for the video market. Other organizations not previously involved in TV or film - Covent Garden Opera is the most prestigious example - are also preparing material for the widest possible market, in videocassette and disc, national, cable, satellite and overseas TV networks.

The videocassette is at last thought to be imminent. With their depressing problems now all but overcome, Phillips are adamant that the LaserVision system will be in the shops this year, though whether before or after the launch of Thorn-EMI's simpler system is still not clear. The disc will inevitably put greater demands on software producers.

Videocassettes cannot be used to record off-air, so the long term success of all three incompatible systems (RCA's Selectavision is expected here sooner or later) will depend on the quality, variety and cost of available programmes. The laser-optical LaserVision system, and to a lesser extent VHD, presents an entirely new range of programming possibilities.

Each side of the disc can accommodate an hour of conventional film, with stereo (or, an intriguing option, multi-lingual) soundtrack; or up to 54,000 single frames, picture or text, electronically indexed for instant access. The disc can be played fast or slow, and forwards and backwards, or it can be frozen. The player can be linked to a microcomputer which could govern a student's progress through an interactive teaching programme.

Such possibilities call on a wider range of skills than those of a film/TV producer: it is therefore not in the least surprising that many book publishers are looking to the video disc as both a threat and a natural extension of their activities. One, Mitchell-Beazley, has already announced its intention to produce videodiscs, and last year signed a three-year deal with Thorn-EMI to produce 36 hours of book-linked software, beginning with its established best-selling encyclopaedia, the *Joy of Knowledge*.

Original videodisc titles - such as a history of photography - are expected from the same source, with book spin-off. BBC Video's *Book of Birds* LaserVision programme is still at an experimental stage, combining still and moving pictures, stereo bird-song and commentary, and written information in the form of teletext subtitles. Even this, apparently, uses only a fraction of the information-carrying capacity of the disc.

There appears to be enough interest and investment in creative videodisc programming to ensure that the systems do not fall back exclusively on old films, even though these are bound to form the bulk of initial catalogues. Meanwhile, the old films - including many of the classics of the cinema - still exist, preserved for a perhaps undignified posterity of repeated appearances on TV screens. The point will be reached soon when the current uneasy alliances between film and video no longer hold, and when really new ideas for the videocassette market are demanded.

The periodical video magazine *Reelview*, recently launched by Catalyst Video, seems a likely pointer to the future; £3 more than the price of a blank cassette it is a confection of lively rock, pop and fashion items. It does not seem to matter if they're trivial, because as soon as you are bored, you wipe the cassette clean and record something else.

Others would say that IPC: *Mirrorvision's* counselling cassette *Learning to Love*, featuring "ugly" columnist Marjorie Proops, is a better sign of the type of videocassette we can expect more of, while the increasing use of the medium by pressure groups and even political parties (SDP, who else) to put across their messages is a tribute to video's cost-effectiveness.

The BBC, soon to be joined by London Weekend Video and then, surely, other TV companies, will be able to supply a deluge of choice material, old and new, once the royalties dispute is settled - a disturbing prospect for those who hoped for other things from video.

Addresses:
BBC Enterprises Film & Video Sales, Millers House, The Broadway, London W5.
British Universities Film Council, 91 Dean Street, London WC1.
Central Film Library, Bromyard Avenue, Acton, London W3.
Concord Film Council, 201 Felixstowe Road, Ipswich, Suffolk.

From ILEA's "Thames" videocassette series.

Moving collections

Liz Heron on the Museum of the Moving Image

From the prehistoric cave paintings of Lascaux to the discoveries of Llad and Archimedes; from Media 1 to the impact of *Triumph of the Will* on German audiences in the 1930s, Mickey Mouse and John Wayne, Cuban revolutionary cinema, *The Sweeney* and the *News at Ten* and the technology of the future - the Museum of the Moving Image will chart a history that will encompass all the major developments and influences on cinema, television and other moving audio-visual media.

Plans for this enterprise are conditional on a fund-raising target of £4½ million. They were announced early last November, by which time sizeable donations had already been pledged. With £2½ million now committed towards that final figure this is good reason for the fund-raising committee, chaired by Lady Heron, to feel optimistic. If all goes well a foundation stone will be laid sometime in 1983, next door to the National Film Theatre.

That money is arriving primarily from overseas sources - foreign companies and wealthy donors - is no doubt one measure of the degree of international prestige the museum will have. It will be unique in the country, and one of less than a handful of its kind worldwide. There are museums concerned with single aspects of the cinema's history and technology, like pre-cinema toys, optical scientific phenomena and the development of cinematography, but this project will touch on all of them and a great deal more.

It might be easy to picture it simply as a huge celebration of cinema and other moving images, but all accounts that aspect will be neglected, but the scope of the museum will be a broad one, approaching its entire field as a number of levels: cinema and television as entertainment, as industry and technology in operation, and as political and ideological forces.

The people most closely involved in planning the basic concept are David Francis, the museum's curatorial designate, and Leslie Hardcastle, controller of the National Film Theatre. As Leslie Hardcastle observes, "museum" is perhaps not the best word for a project so closely associated with the fossilized or the hygone. On the contrary it will be concerned with the living and dynamic aspects of the moving image, emphasizing contemporary and emerging forms, and with history as a vital element in how those images are produced and understood today.

Participation will be an important feature. Visitors will be encouraged not only to push buttons that set things in motion, but also to take part in the moving image process. Guides will combine the safety of security with those of instruction, and will explain things like how the television studio works; how the work of an art director or the principles behind the camera obscure.

There will be a replica of a television studio with an accurate control room where visitors will, sometimes, be asked to participate in editing a television production. It is hoped that the museum will be linked to main television transmitters.

The majority of the exhibits will move. The kinoscope, the television camera, the film editing machine, the projector, all will be operational, but as well as just on special days but as part of the museum's permanent facilities.

At the centre of it all will be the Telekine, a workshop-auditorium which will make it possible to create and display every kind of cinematic or electronic image. It will be equipped with raked seating and will have a projection box with a working podium which extends right into the centre of the auditorium.

continued on next page

extra

continued from previous page

facilitate the use of experimental projection equipment and technical demonstrations of early apparatus such as the multi-turret lantern. Even this will form a part of the main museum exhibition, since the rear walls of the projection box will be made of glass.

The principal exhibition area will be divided into 20 subject areas, including pre-Cinema; Hollywood; Dream Factory; Film and Television as a Political Force; Great Innovators; the History of Projection and Transmission of Moving Images; World Cinema; Film as Fact?; Cinema Becomes an Industry, and The Video Era. These will have permanent exhibits and will also allow for a regular input of new material highlighting features of each theme. A third of the exhibition space will be related to the era of electronically created images. It will cover the impact of television throughout the world and explore the implications of the technological revolution in communications systems which is coming during the next 10 years.

There will also be a special focus on this country's role in world cinema and television that will range from the early days of cinematography and the influence of the British Documentary Movement to contemporary television production.

If the project sounds over-ambitious, it's worth bearing in mind that the British Film Institute already holds vast collections of film and television material in the National Film Archive, as well as collections of equipment, stills, posters and other related material, all awaiting an exhibition venue.

The most obvious and ideal location is the one planned: an extension of the National Film Theatre. The NFT has audiences that total 450,000 a year, and Leslie Hardcastle estimates that the museum will attract an annual 300,000 visitors. This would generate more interest in the South Bank as a whole, and links could be made between the museum, the NFT and the Hayward Gallery. It could be self-supporting within two years.

A number of the BFI's departments will be involved in planning and the activities of the museum. BFI Education will have an important role in organising and co-ordinating educational activities. There will be a season ticket scheme and special arrangements for young people and school parties. Schools will benefit from special educational programmes with pre-visit, visit and follow-up material.

Membership scheme for schools

As well as having its own specialist department, BFI Education, the British Film Institute runs a special membership scheme for educational establishments throughout the country.

Benefits of membership include copies of *Sight & Sound* (quarterly), *Monthly Film Bulletin* and the *National Film Theatre Programme* (monthly) sent on publication, as well as full use of the extensive Information Department and Book Library on film and television. Each Educational Corporate Member receives up to six cards entitling students to buy tickets for the National Film Theatre (a membership-only club, showing over 1,700 different films and television programmes a year).

The Institute's Central Booking Agency operates to help members book films and available videotape programmes, as well as publishing *Film on Offer* - a listing of film material available for use in schools and colleges.

One of the membership schemes available for individual members is the reduced-rate Student Membership scheme, entitling students to their own membership card and National Film Theatre Programme.

When curiosity flourishes, worlds can be changed.

Why? How? What if? Young people question Taking joy in the search for solutions. Their v about with endl's possibilities. So, too, it is with scientists. Whose laboratories are as limitless as the universe. To interest young minds in the wonders of science, Phillips Petroleum has made possible a film series called "The Search for Solutions." Nine films which capture the excitement of discovery. And the discoverer. To teach.



To encourage. But most of all, to interest. Because childlike curiosity in the right hands can help turn darkness into light.

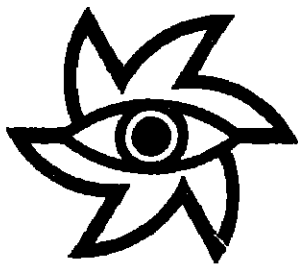
For information, write to:
Phillips Petroleum Film Library,
15, Beaconsfield Road, London, N.W.10.



On January 29 The Times Educational Supplement published a four-page résumé on the Cockcroft Report on Mathematics. Reprints of these pages are now available at 30p for 10. They can only be bought in multiples of 10. Please make POs/cheques payable to Times Newspapers Limited (no cash please) and send to:

Nigel Denison
The Times Supplement
Times Newspapers Limited, PO Box 7,
200 Gray's Inn Road, London WC1X 9EZ

extra



LET'S MAKE A FILM FESTIVAL

YOUNG PEOPLE'S NATIONAL FILM FESTIVAL

Closing Date for Applications: March 1st 1982



Entry forms may be obtained from either of the following:

Co-operative Retail Services Ltd London Region Member Relations Department 54 Maryland Street London E15 1JE Tel: 01-534 4201

Co-operative Retail Services Ltd Member Relations Department 29 Dantzic Street Manchester M4 4BA

DO YOU KNOW

OPEN UNIVERSITY TV PROGRAMMES

can be HIRED or PURCHASED or RECORDED OFF-AIR (as long as you have a licence)?

This high-quality, BBC-produced film and video material is available for you to use in your syllabus.

Just complete the form below and return it to:

Promotion Department, Open University Educational Enterprises Limited, 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY.

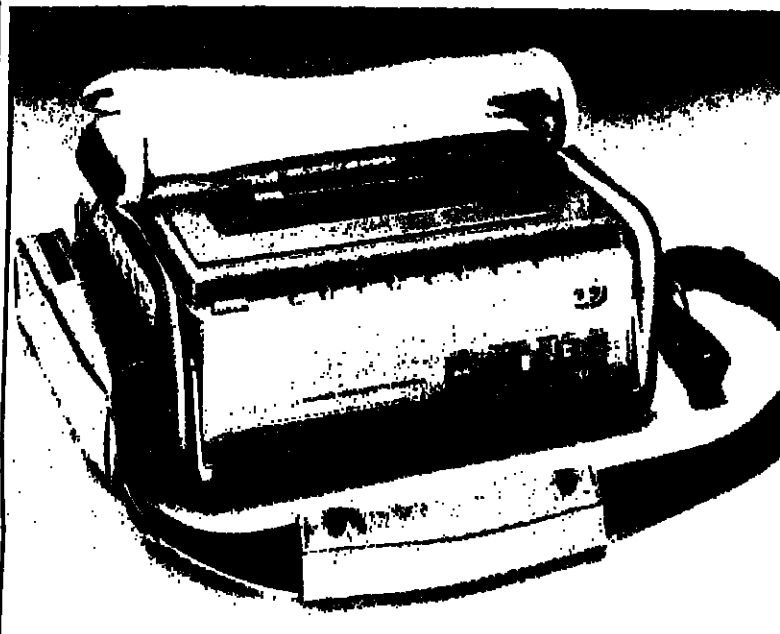
Name: I would like to know more about Open University film/video material. Institution: to hire. Address: to purchase. to record off-air. In the following subject area(s):

THE SCOTTISH CENTRAL FILM LIBRARY UK DISTRIBUTORS OF OVER 7,000 TITLES

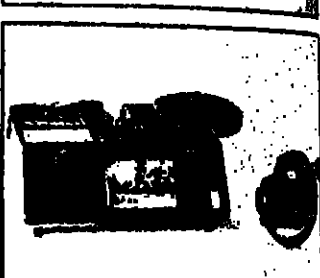
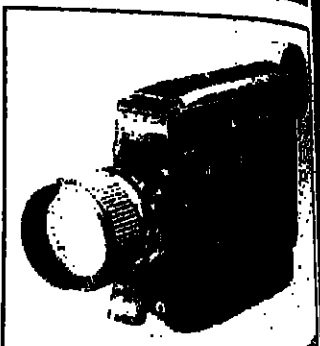
The most comprehensive educational film library in the UK. SCFL is sole UK distributor for Unilever films, Higher Education Film Library, Royal Anthropological Institute and the French Scientific Film Library, and is Scottish Distributor for Walt Disney Educational Media, Video Arts, Rank Management Films and Central Film Library (CCL).

Further information from: Downhill 74 Victoria Crescent Road GLASGOW, G12 8JN Tel: 041-334 9314

SCFL is a Division of The Scottish Council for Educational Technology



Left: The Hitachi VT portable VCR; top right: the Bell and Howell T50XL Travelmate super 8 camera and below it Agfa Family super 8 outfit.



Film or video?

Bill Hicks with some guidelines for making the choice

Last month, the world's leading video manufacturers met in Japan to work out a common standard for the mini-video cassette - a device so compact that a combined video recorder/camera is the same size as the current generation of cameras.

Mini-video systems apart, the choice between film and video has become even harder for the budding movie maker during the past twelve months, as the introduction of several truly portable video systems and many video cameras bristling with refinements has been matched by an unusually high level of innovation from the super 8 industry.

Only 16mm - the format traditionally favoured by all aspiring professional film-makers - seems to have suffered. The high cost of its film stock and hardware is now a deterrent for all but the most demanding amateur. Professional and semi-professional use of super 8 and "home" video formats for low budget films, until recently unthinkable, is now common.

In money terms, super 8 is also at a disadvantage compared with video. Outlay on hardware (camera, projector, editor, screen) might be marginally less than for a portable video outfit (£1200 minimum), but the cost of super 8 colour film works out at about £1.50 a minute, compared with about £5 an hour for each of the three videocassette systems - and videotape is re-usable.

Thus super 8 manufacturers have concentrated on those areas where film is as yet unchallenged, notably compactness, operating simplicity and versatility.

Even a relatively sophisticated camera, like the Eumig 23XL with sound, slow motion, single frame, lap dissolve and fade facilities, will fold into a neat, raincoat-pocket sized parcel. Bell & Howell's new Travelmate range of four non-sound cameras - the most sophisticated of which, the T50XL, weighs little more than a pound, yet has an £1.4, 9-45mm powered zoom lens, automatic exposure control, "fade" button, and again, single frame shooting ability - is another good example, and has recently gained a Design Centre award. The single frame facility is essential for time-lapse and animation work, both of which have found particular favour in school film-making.

A similar emphasis on simplicity and portability is evident in the latest super 8 cameras from Sankyn, Elmo and Barun. The most radical move in this direction, however, has been the introduction of Agfa's "Family" cine-still super 8 outfit. For about £130, the Family package comprises an auto-exposure fixed focus camera, an absolutely functional, a small, table-top ground-glass screen for daylight viewing, neat carrying cases; and two cartridges of film.

Thus the new Bosch/Bauer "Video Colour Module System" - which is made under licence for the companies in Japan by Matsushita (JVC's parent company) - will be sold alongside the same firm's super 8 cameras in photographic shops which until recently have been nervous about any form of electronic image production.

As with several of the latest generation of portable video systems, it comprises a "lightweight" (6lb including batteries) Bosch VHS video recorder, with slow motion, fast motion and stop-action facilities and the VTU 20 video tuner for normal off-air video recording. Its mains power unit is also a battery charger and at the heart of the system is the Bauer VCE20 colour video camera, boasting all the features now commonplace on specialist Japanese products - £1.6 per frame with 6x power zoom, electronic viewfinder with a 1.5in mono screen (which can also be used to monitor and play back), focusing done in 10mm for close-up work, fully automatic exposure control, with all the necessary shooting information displayed by LEDs in the viewfinder, and two built-in microphones: one a telescopic directional device, the other an optional omnidirectional microphone. The total weight is about 2kg.

This, and the many other similar video cameras, reflect the Japanese genius at absorbing, and improving on the best features of existing technology - in this case, the technology of super 8. The trend continues: Hitachi has recently introduced the VKC 3000: "ENG-style" (ie, standard mounted) colour video camera to complement its VT 6500E portable VHS format video recorder system.

This camera not only has a 6x speed power zoom lens, automatic exposure, "fade" control, auto-white balance, value correction, but also auto-focusing - an extremely useful feature for the encumbered camera user, which was hailed as a breakthrough when Canon introduced the feature on a super 8 camera a couple of years ago.

For the Beta format (and there is still some doubt over the compatibility of video cameras to recorders, so it is as well to keep to one brand format), Sony's Trinitron colour camera are equally well-endowed: the ENG-style HVC 3000P, complementing the SL 3000P portable Betamax recorder.

A genuine innovation from JVC, which has been warmly welcomed, is the MZ 500 auto-zoom microphone, which, used on any of its power-zoom cameras, adjusts its sensitivity automatically depending on the distance of the subject in frame. All these cameras, and all the less expensive colour video cameras with optical viewfinders and less powerful lenses, depend on a 1/2in vidicon tube, which converts the optical image into electrical impulses for recording, the size of which dictates the size of the print.

As with several of the latest generation of portable video systems, it comprises a "lightweight" (6lb including batteries) Bosch VHS video recorder, with slow motion, fast motion and stop-action facilities and the VTU 20 video tuner for normal off-air video recording. Its mains power unit is also a battery charger and at the heart of the system is the Bauer VCE20 colour video camera, boasting all the features now commonplace on specialist Japanese products - £1.6 per frame with 6x power zoom, electronic viewfinder with a 1.5in mono screen (which can also be used to monitor and play back), focusing done in 10mm for close-up work, fully automatic exposure control, with all the necessary shooting information displayed by LEDs in the viewfinder, and two built-in microphones: one a telescopic directional device, the other an optional omnidirectional microphone. The total weight is about 2kg.

This, and the many other similar video cameras, reflect the Japanese genius at absorbing, and improving on the best features of existing technology - in this case, the technology of super 8. The trend continues: Hitachi has recently introduced the VKC 3000: "ENG-style" (ie, standard mounted) colour video camera to complement its VT 6500E portable VHS format video recorder system.

This camera not only has a 6x speed power zoom lens, automatic exposure, "fade" control, auto-white balance, value correction, but also auto-focusing - an extremely useful feature for the encumbered camera user, which was hailed as a breakthrough when Canon introduced the feature on a super 8 camera a couple of years ago.

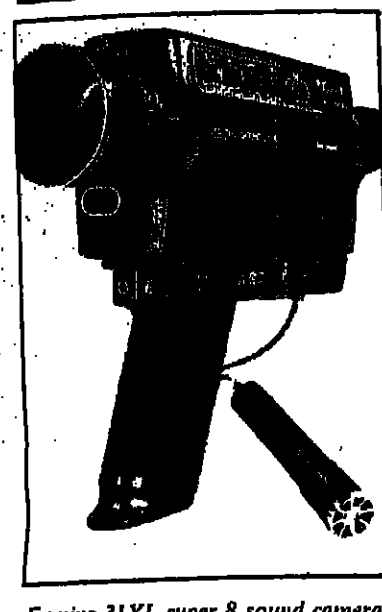
For the Beta format (and there is still some doubt over the compatibility of video cameras to recorders, so it is as well to keep to one brand format), Sony's Trinitron colour camera are equally well-endowed: the ENG-style HVC 3000P, complementing the SL 3000P portable Betamax recorder.

A genuine innovation from JVC, which has been warmly welcomed, is the MZ 500 auto-zoom microphone, which, used on any of its power-zoom cameras, adjusts its sensitivity automatically depending on the distance of the subject in frame. All these cameras, and all the less expensive colour video cameras with optical viewfinders and less powerful lenses, depend on a 1/2in vidicon tube, which converts the optical image into electrical impulses for recording, the size of which dictates the size of the print.

extra

Humanities, activities and video

by David Crossley



Eumig 31XL super 8 sound camera; below, the Agfa Family projector with screen magnifier and the Sony HVC 3000P video camera.

The video revolution has opened new possibilities for simple, exciting, flexible and more effective use of this media in teaching. Faced with the challenge of producing an upper school humanities course that would interest and motivate the whole ability range, the methods to be employed in teaching it were from the outset regarded as crucial. We also felt that we should be able to effectively compete with professional productions. We decided that "special event" type lead sessions were possible on a regular basis and that could have great impact and effect.

Initially a number of practical problems had to be solved. Some of these were overcome by the setting up of an AV resources room with equipment permanently set up and ready to use. We also aimed to help our teachers to become confident and effective users of the equipment with in-service training, but acknowledged that practice is the best teacher.

Our first step was to dispel the concept of watching a programme from beginning to end without pause for comment, critical evaluation or discussion. Our video use was to be simulation of government in a coun-

try facing nuclear attack. There was only one safe shelter in the country that would take only four out of five government ministries. The students formed the five ministries. Minutes of each ministry were taken, as was a video record of the proceedings. The students split and formed a new political party with very different policies and fought an election. We later provided the minutes and extracts of the video record to another group of students who were given the task of making a TV documentary which answered the question how and why was the new party formed?

Another less ambitious but equally interesting project was a campus drama group play about a young local boy who joined the army a year too young in 1915 and was killed a month before his seventeenth birthday in the trenches. The students this and the original letters he sent home as the basis of the script of the play, which follow the changes in the boy's attitude during his year in the army.

The course is now in its second year. Its content must always be

flexible and responsive to changing events and new resources as they become available. The flexibility of content in JMB 'O' level Humanities Course and our own CSE courses have enabled the aim to become a reality. Special events must remain an integral part of the course for both staff and student. In short the course must remain alive. This year will see new sessions of the making of new Yourshire TV series How We Used To Live; an extension and development of our use of newsreels; and the inclusion of new curriculum materials developed by the school's Tanzania link, and hopefully this year's first India Exchange. Above all else, we hope the course will never be dull for both the students and staff.

Another less ambitious but equally interesting project was a campus drama group play about a young local boy who joined the army a year too young in 1915 and was killed a month before his seventeenth birthday in the trenches. The students this and the original letters he sent home as the basis of the script of the play, which follow the changes in the boy's attitude during his year in the army.

The course is now in its second year. Its content must always be

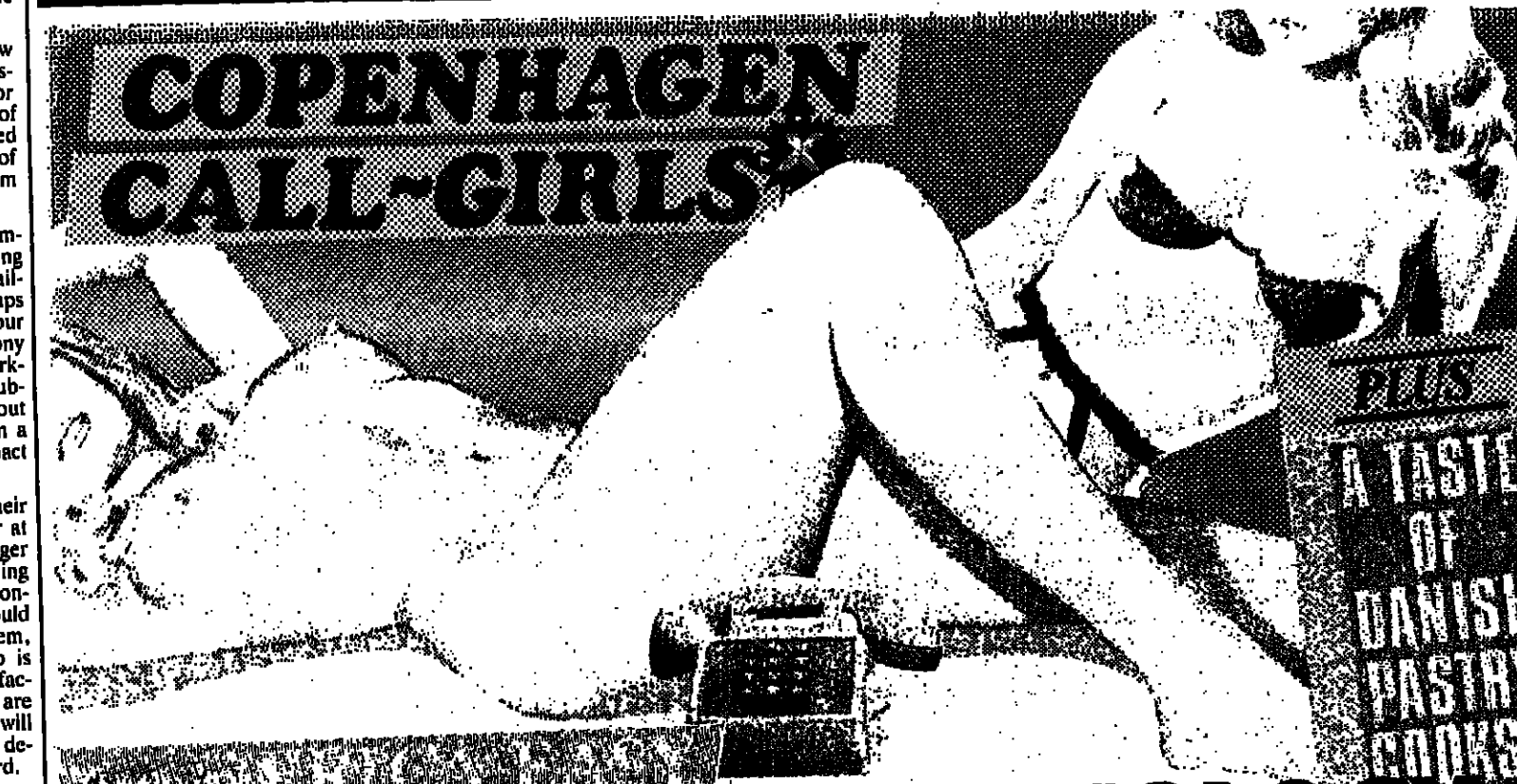
flexible and responsive to changing events and new resources as they become available. The flexibility of content in JMB 'O' level Humanities Course and our own CSE courses have enabled the aim to become a reality. Special events must remain an integral part of the course for both staff and student. In short the course must remain alive. This year will see new sessions of the making of new Yourshire TV series How We Used To Live; an extension and development of our use of newsreels; and the inclusion of new curriculum materials developed by the school's Tanzania link, and hopefully this year's first India Exchange. Above all else, we hope the course will never be dull for both the students and staff.

Another less ambitious but equally interesting project was a campus drama group play about a young local boy who joined the army a year too young in 1915 and was killed a month before his seventeenth birthday in the trenches. The students this and the original letters he sent home as the basis of the script of the play, which follow the changes in the boy's attitude during his year in the army.

The course is now in its second year. Its content must always be

flexible and responsive to changing events and new resources as they become available. The flexibility of content in JMB 'O' level Humanities Course and our own CSE courses have enabled the aim to become a reality. Special events must remain an integral part of the course for both staff and student. In short the course must remain alive. This year will see new sessions of the making of new Yourshire TV series How We Used To Live; an extension and development of our use of newsreels; and the inclusion of new curriculum materials developed by the school's Tanzania link, and hopefully this year's first India Exchange. Above all else, we hope the course will never be dull for both the students and staff.

David Crossley is a teacher at Bridgewater Hall School, Stantonbury Campus.



IS THE O-LEVEL IN BIOLOGY BEING REPLACED BY THE X-CERTIFICATE IN DANISH?

No-one is suggesting that the third form are skiving off from lessons to sneak into the porno-pit. They hardly need to. These days young people grow up amid a welter of steamy double-bills, tawdry page 3's and four-letter words on all three channels. It comes from all sides. So who's surprised if impressionable young men and women come across confused, if not plain ignorant. And yet, as a teacher, society expects you to right its wrongs. As if anyone could. At the same time, an education has to be more than the acquisition of good grades to encourage an employer. So if you are the kind of teacher everybody in teaching aspires to be, the Scottish Health Education Group have produced a number of films in recent years with the express purpose of helping you. They deal in a frank and sympathetic way with the sort of everyday problems many young people experience. One film is about menstruation. Another the social effects of alcoholism.

Yet another looks at sexual and cultural stereotyping. Others discuss aspects of life after school. Each one presents its case using people young audiences can identify with. Films any classroom would want to discuss long after the lights have come up. Because the best part of the movie show is quite likely to be the part you play, as a teacher, in helping the kids find the best of themselves. And if you're a teacher in Scotland, we'll overlook the hiring fee. But first of all, we'd like you to write, not to us, but to the Scottish Central Film Library, Downhill, 74 Crescent Road, Glasgow G12 9JN, where we lodge our films. Ask for a copy of the free catalogue. And on the order form that comes with it, enter your choice titles. They were all passed by the Board of Censors.

Issued by the Scottish Health Education Group, Woodburn House, Canaan Lane, Edinburgh EH10 4SG. The Health Education Group will recommend other libraries for teachers outside Scotland.

Film education across the curriculum

by Terry Norris

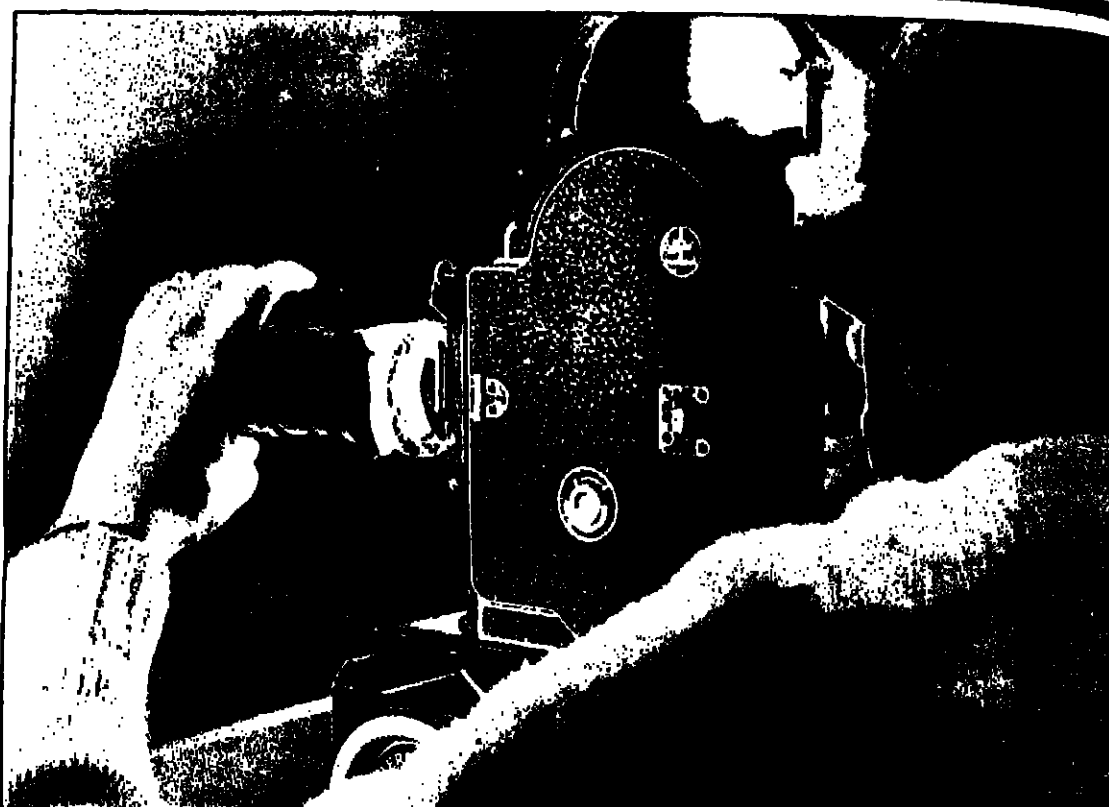
Pioneer teachers and others have been experimenting with a variety of teaching methods to help children become more discriminating in their viewing and widen the range of their choices. Among the techniques most successfully developed is that of film-making by children themselves. In going through the process of creating a film children gain an insight into the language of images and how they are manipulated for maximum effect in film and television. The work, whether carried out within the curriculum or as an out-of-school activity, provides training in group cooperation and gives stimulus to self-expression and exploration of the school and neighbourhood environment.

The Education Department of the London Cooperative Society first came to the help of teachers in this objective fifteen years ago. Since then, in collaboration with the National Film Theatre, they have organized and largely financed eight festivals of children's films. Their success and the increasing number of participants has now led the Education Department of Cooperative Retail Services to take over the Festival, with the intention of extending its national coverage, and of increasing substantially the finance for awards, encouragement grants which can be of immediate help to schools and organizations taking up this work.

How should film education take its place in the schools? As teachers we should come to terms with the screen, and not just because of the extent of the influence of films and television but also because the media can provide rich cultural experiences and because they are capable of great artistic development. Starting from this position schools can give their pupils a better understanding of the language of the screen media and some training in discrimination in relation to film and television. This seems to me not just a case of adding frills or overcrowding the curriculum still further. It is rather a case of lifting our heads out of the cultural sand.

The fact is that the curriculum is not overcrowded. Every teacher knows that, within the periods allocated to specific subjects, long hours of pupils' time are wasted in conscientious and unimaginative plodding. The accepted convention of education as a collection of competing 'subjects', taught by specialists in separate classrooms, is so grotesque that it can represent no principle of organization but merely the chaotic accumulation of an undirected historical process. I am not aware that any attempt is ever made to justify it as a system; it is usually accepted as an inevitable compromise. But actually as has been bitterly observed, "nothing surely could be conceived in educational method so inadequate, so pitifully piecemeal as the classroom system of teaching subjects".

If the purpose of education is to impart information in easily assimilable form, then the classification of this information under separate groups and headings is a reasonable method of procedure. . . . But if, as



This photograph and that on the front page of the Extra show children taking a film studies course at Little Heath School, Newham.

I have often stressed, the purpose of education is integration - the preparation of the individual child for his place in society not only vocationally but spiritually and mentally, then it is not information he needs so much as wisdom, poise, self-realization, zest - qualities which can only come from a unified training of the senses for the activity of living.

Should we take our stand with Herbert read when he says that: ". . . from our point of view the wrong way of the time-tale is unnecessary as it is uninteresting. Our aim is not two or more extra periods. We

Changing visions

Liz Heron reports on the Media Education Conference



A still from Grove Music, an Arts Council film celebration of reggae and the musicians and culture of notting Hill. The film department of the Arts Council suffered a cut of about 50% in this year's grant, which, added to inflation and to last year's cash standstill, amounts to a body blow. It seems that film is seen as less important than the other arts.

At the opening of the national Media Education Conference held in London recently and organized jointly by the British Film Institute and Goldsmith's College the Institute's Director, Anthony Smith predicted that new technologies of the late twentieth century would have profound cultural repercussions. The extent of those changes ahead is hard to grasp without some reference to the USA. A look across the Atlantic reveals the shape of domestic communications technology to come. In Britain we are not far behind.

If anything truly marks the beginning of the consumer explosion it is the videocassette recorder, already carving out a place in the mass market and spawning video megastores and corner shops all over the country. Cable television and videodisc will follow. Meanwhile we await the arrival of breakfast TV and channel 4. Not only will an industry's profits soar and patterns of leisure and media consumption alter, but there will be what Anthony Smith described as "the reworking of certain deep-rooted cultural concepts. . . new concepts of childhood and new concepts of knowledge".

But does it take a vision of such dramatic urgency to alert educationists to the vital need for more emphasis on media education? What emerged repeatedly from the conference was a deep dissatisfaction with the still marginal status of an area of education whose relevance has never been more apparent given the centrality of the media in contemporary society.

Certainly, since the last gathering of this kind some five years ago - and on a much smaller scale - media studies has seen a transformation from a new subject area championed by a few mainly non-based teachers and lecturers, into a modest growth industry. But, as many of those in the packed lecture hall at Goldsmith's College were to complain throughout the week-end, it is still not accorded due importance on the curriculum. The announcement of an annual BEI award for contributions to media studies teaching is one indication of wider recognition.

The label "media education" is a relatively new one, and one issue immediately brought into focus in attempts to outline the history of the subject area, was the question of how to define it. David Lusted from the BEI's education department tackled this early on in the proceedings.

Rank Aldis
Why you should choose Rank Educational Films
Rank Aldis Educational Films cover every conceivable subject and are all of the highest technical quality.
Choose from a vast range of films on the arts and sciences, including a new 15-film series on basic electricity.
All for purchase or hire on 16mm film and for purchase only on 35mm film-strip and 8mm loop film.

Send today for details:

Rank Aldis Educational Films & Video
To Rank Film PO Box 70 Great West Road, Brentford, Middlesex TW9 2ZZ. Hire Bookings Line 01-890 8874. Telephone 01-890 8872. Please send me details and your latest catalogue.

Name: _____
School/College: _____

education

GET THE FULL PICTURE FROM OUR NEW CATALOGUE OUT IN MARCH - FREE FROM

British Film Institute Education Dept
81, Dean St, London W1V 6AA
01-437 4355

***Slides *Filmstrips *Viewers**
***Recordings *Slide Storage**

● ENGLAND'S LARGEST RANGE (3,000 TITLES)
● ALL SUBJECTS AND LEVELS IN EDUCATION
● WRITE OR TELEPHONE FOR OUR FREE CATALOGUE

the slide centre Ltd
143 Chatham Road London SW11 6SR
01-223 3457

RSPB FILM
SALES & VIDEOCASSETTES
The Lodge, Sandy, Bedfordshire SG19 2DL
(Tel. 0767-80551)

RSPB FILM
HIRE LIBRARY
15 Beaconsfield Road, London NW10 2LE
(Tel. 01-451 1127)

THE WONDER OF NATURE - A PRIVILEGED VIEW

Lending rights

Roger Stephens on libraries and video

The million plus owners of home video recorders will soon be redefining their local public libraries, lured not so much by the joy of print as by the prospect of being able to borrow videocassettes at prices comparable with those charged by the High Street shops.

The current handful of local authorities already loaning video - Sutton, Surrey, Suffolk and Motherwell, with Hounslow due to start in April - is expected, on the estimate of one distributor, to increase fivefold in the next few months. There is a bandwagon rolling, but to whose long term advantage is not clear.

We may well see a repeat of an earlier pattern in which public libraries moved into and eventually annexed the popular fiction territory served by commercial concerns like Boots. It will have for them to make the easy pickings to be made from renting out (say) *The Kentucky Fried Movie* (the UK video rights for this by no means box office smash were recently sold for £40,000), or any amount of low-risk repackaged Hollywood product. These are paperback films, whose hardback sales (cinema receipts) have made them for Andy Warhol's phrase "famous for fifteen minutes".

The future of the as yet limited amount of material produced for the videocassette market alone, without benefit of television broadcast or theatrical distribution, is less assured. One thinks especially of the output of community video groups or materials aimed at a small but vitally interested minority.

These cassettes will never be money spinners for anyone, least of all the libraries that stock them, but with their long developed skill in delivering specialist books to specialist readers, libraries are uniquely placed to help such ultra-narrowcasting break even.

Roy Smith, the librarian for Sutton, who has been lending videocassettes since May 1981, acknowledges the special obligation on the part of the libraries to cater for minority audiences. But he fears that

the difficulties encountered in keeping track of the output of the small printing presses are likely to be repeated when attempting to service the independent / specialist video field. Sutton currently obtain the bulk of their cassettes from two main distributors, Intervision and Chivers Sound and Vision, and use the three most popular formats, VHS, Betamax and Philips 2000.

It is interesting to note the differing arrangements made with each of these distributors. Chivers Sound and Vision, a recently established offshoot of one of the main suppliers of books to libraries, sell the cassettes outright. Intervision loan the cassettes against a repayable stock bond and thus follow a growing world trend. The extreme example of this trend is Walt Disney Inc. who are distributing their material outside the USA on a rental only basis (replacing worn or broken cassettes free of charge) and in Europe restricting themselves to 20 titles.

The Chivers representative was particularly eager to emphasize the exclusivity of their relationship with EMI-Rank, the care she took to avoid pirated material and her delight at clinching (as we spoke) a deal with a subsidiary of Educational Video Ltd, to supply cassettes on such subjects as how animals move, making candles and the Brendan Voyage. She was predictably unenthusiastic about renting. She claimed that it would cost far more than buying outright.

This may be true of the current situation, but there is surely no reason why libraries should not be allowed, as are private individuals under some schemes, to commit themselves to rent a specific number of cassettes over a given period, with freedom to pick and choose and subsequently return the titles they want. The crucial factor here is that the producers and distributors of the material need only hold the master tape, and are able to copy and recycle, a possibility denied to book publishers, who must run the constant risk of being left with a warehouse full of paper that no one wants to read. Video producers can tailor their 'print run' exactly to the demand.

Under such a system libraries could be far more adventurous in their acquisitions. This would enable them to respond more readily to specialist demand.

Having said that, the question arises, how does the public find out about a videocassette that has been on television or shown in the cinema? Reviews of original video material in the national press are few and far between and there is no no showpiece (*"Top of the Pops"* notwithstanding) on any of the television channels.

An attempt to break this vicious circle was made last December at an exceptionally well attended seminar organized by the Library Association. As well as papers on the subject of experience and the use of video in a community context based at a resource centre in East London, the TV information officer from the British Film Institute, Ian Macdonald, presented a selected bibliography of literature on video which is intended to enable librarians to take the initiative in seeking out less well publicized material.

Other initiatives are proposed by Martin Udwin, a contributor to the December seminar, who runs the Media Resources Centre of Shropshire district library. He suggests that libraries could compile their own electronic archive, using their own equipment to record excerpts from broadcast programmes of particular interest to local residents.

Good ideas of this kind cannot be implemented before the long overdue reshaping of the copyright law, and would be made impossible should the videotape come to dominate the market. The disc will not record, only play back, which means that the rent and recycle option outlined earlier would not be available. This would greatly strengthen the hold of the major companies over both production and distribution.

Most Arts Council film loans and hirings are to schools and colleges, so an educational function is clearly important. Most also get a showing on BBC. Channel 4 promises to be another outlet. Film sales bring in up to £50,000 a year but this is only 10% of the total budget and the film department had to reduce the loan charges last year to make them accessible to schools.

The argument seems to be that the British Film Institute, funded directly from the Government, can and should aid film-makers and that the Arts Council is duplicating their work. The Arts Council film officer, Rodney Wilson, feels that their films have very different aims and intentions. The loss of any source of film funding is very bad news, but it has to be said that many Arts Council films have been mediocre.

Grove Music itself (reviewed TES 28.8.81) attracted the remark "uncertain whether to provide musical inspiration for those enduring the hardships described or to provide information for the sympathetic bystander", a criticism which could be applied more generally, for it is often unclear whether the films are intended for artists or laymen.

Frances Farrer

continued overleaf

Health & Safety At School

Metawork & Woodwork Ltd
31 North Row, London, W1R 2EN

This new slide sound presentation (slides, tapes and printed notes) should be seen by every school boy (or girl) engaged in woodwork or metalwork at school. Ask for it for preview (on a sale or return basis). Part one is concerned with general workroom hazards and part two deals with machine work.

Please send me the following slides and tapes on approval, sale or return:

- 386 Health & Safety at School (Woodwork & Metalwork) 1-2
- 399 Health & Safety in the School Environment
- 271 Life Saving First Aid 1-3
- 342 Food Hygiene 1-3
- 339 Microbiology 1-7
- 391 Know Your Own Body 1-5
- 326 Adolescence 1-3 (Puberty, Menstruation, Contraception)
- 144 Language Teaching (Basic Language Teaching) 1-12

Also please send me on approval a slide projector, Carousel Unit, Gnome, a filmstrip projector, a Daylight Screen, a Display Unit.

Name: _____ Position: _____
Address: _____ Date: _____
Tel: _____

How to enlighten your students by keeping them in the dark.

With the new 1982-83 Central Film Library catalogue, just published, you've got access to over 1400 of the very best audio-visual aids available, either on free loan or low cost term hire.

Which means you can still go ahead with an effective teaching programme even though money is short.

There are over 500 additions, and more than 350 titles free to borrowers.

We cover an enormous range of topics on 16mm film and videocassette - from child safety, careers and social studies, to science, technology and the environment, all readily identified in a comprehensive subject index.

And this year the catalogue also includes all 300 of the Inner London Education Authority's highly acclaimed educational television programmes on videocassette, for which we are sole distributors.

Remember, we pay for delivery to you, and if two or more titles are delivered together, we even give you a free Securicor voucher for their return.

To obtain your copy of this enlarged and improved catalogue, price £2.50, simply return the coupon together with your cheque or P.O. to: Central Film Library, Chalfont Grove, Gerrards Cross, Bucks, SL9 8TN. Tel: Chalfont St. Giles (02407) 4111. Regular updating supplements will be sent to you as they become available.

Te: Central Film Library, Chalfont Grove, Gerrards Cross, Bucks, SL9 8TN. Number Requested: _____

Please send me your 1982/83 catalogue of free loan and low cost hire 16mm films and videocassettes.

I enclose my cheque/P.O. for £ _____ made out to the Central Film Library (Price £2.50 each inc. p & p).

School/College etc. Name: _____
Position/Dept: _____
Address: _____ Post Code: _____ TES 1/82

Special Lib

extra Media studies and the core curriculum

On the grounds that visual education now ranks as a priority alongside literacy and numeracy, the Australian education authority of New South Wales has established media studies as part of its core curriculum. Its policy that the Institute of Educational Media would like to see given serious consideration here. But the irony is that the Australian media educationists took their cue from this country, in the sense that they've been keeping a close and interested eye on developments on this side of the globe, and in Britain in particular, where media studies has broken new ground.

The part played by the Department of Educational Media in stimulating interest in media teaching over the last few years has been enormously significant. On the one hand the Department has a servicing role in relation to the rest of the Institute and its total 2,000 students, being responsible for the production of educational media resources and teaching on their uses. On the other hand it has a paramount concern with the provision of academic courses in Media Studies. But the two often overlap and are never considered mutually exclusive.

Three basic areas are covered: teacher training, inservice training and higher degrees for teachers. Autumn 1979 saw the start of the Post-graduate Certificate in Education in English and Media Studies - the only one of its kind in the country - organized jointly with the English Department.

From the start the course has been oversubscribed, with each year bringing a demand for more places. What attracts would-be students is the combination of a core English course with a strong media component in line with the Department's commitment to inter-disciplinary teaching.

It's a strategy that has sprung from everyday classroom practice as English teachers engaging with the influence of television on their pupils

have drawn on work done specifically on the media. Television Studies has grown partly as a result of this. Striking evidence of enthusiasm for work on the media is also apparent in the choice of options made by students on the general PGCE course at the Institute. From the range of 28 options available around a fifth of students single out one of the three taught by the Department: Film Studies, Media Studies and the Production of Audio-Visual Aids.

An option in Media Studies is part of the Institute's Diploma in Education and there's a Diploma in Social, Cultural and Media Studies, organized jointly with the Department of Social Studies, as well as MPhil and PhD research degrees in Media Studies and Educational Technology.

Last Autumn the DEM launched another first: an MA course in film and television studies for education. Twenty-four students - six full-time - are registered. Head of Department, Bob Ferguson, is well pleased with the results so far. In terms of the history of the Institute it's been the MA that's been best received in its first year.

It all adds up to a heavy teaching commitment for a department with an academic staff of only four. Bob Ferguson describes the institutional growth as spectacular but for the time being is resigned to the economic fact that teaching resources can't be supplemented to keep up with it. Their timetable resembles a school teacher's rather than the leisurely teaching patterns of a university.

In fact the Department's relationship with schools is seen as having particular importance in terms of the encouragement and expansion of media education. PGCE students spend two blocks of twelve weeks in a school or college, all eighteen part-time MA students are teaching and those who are full-time are in schools one day a week over a whole year.

Through the PGCE there is sustained contact with fourteen London



The Theatre Centre Project working in the Department of Educational Media's TV studio

schools, many of which had no previous experience of teaching media, but were keen to welcome a placement when given the opportunity. Links are also made through such ventures as the Theatre in Education project is currently in production and will be filmed in the television studio.

Historically the Department's work is rooted in the 'audio-visual' approach, where audio-visual technology is seen in terms of a neutral resource in the teaching of a range of subjects. With the arrival of Bob Ferguson as head of department some eight years ago work began to embody a concern with the effects of these media messages in constructing knowledge and defining 'education'. Along with an upsurge of interest in media education, other staff joined who had a background in film and Television Studies, and emphasis shifted increasingly towards a more critical approach.

Media teaching recognises that film and television hold a central position in modern society - as major industries and cultural institutions, as forms of communication and socialization, of art and entertainment - and by a questioning of

the extent to which they form perceptions of the world and determine consciousness. The PGCE course includes lectures, seminars, screenings of a wide range of television programmes and practical studio work.

A great deal of the work is informed by structural and post-structural theory. But it's essential to point out that the sensational nature of much of the past year's press coverage and attacks on that kind of theory has obscured the very practical and concrete character of a lot of the teaching and research that draws on it.

The Department of Educational Media is a case in point. As one member of staff observes: "We're dealing with the everyday realities of inner city schools, not living in some academic ivory tower." As he also points out, many of the "anti-structuralist" criticisms of the British Film Institute and other institutions sympathetic to its work are somewhat anachronistic, given the immense developments in research and practical work that have taken place since the appearance of Peter Wollen's *Signs and Meanings in the Cinema*, which was first published in 1969

and last updated in 1972, but still serves as an anti-structuralist's one temporary aunt Sally.

Theory and critical work are constantly merged with the practical, and indeed one aim is to maintain possibilities for integrating critical work with the educational technology aspects of the Department's work. This has particular pertinence for the use of media technology in the World countries and for the numbers of overseas students who come to the Institute to acquire specific media skills.

This year an intensive eleven-week summer course will be run on the 'Application of Television Techniques to Education for Development' primarily for people working in Third World communications, education or development agencies. It is designed to provide them with expertise and experience in production techniques with lightweight television and with the teaching strategies that can be introduced to make best use of such technology. The main emphasis of the course will be practical, but its scope will go beyond that of training in mechanical techniques. Just one example of the fruitful application of practical technology combined with critical theory. Liz How

continued from previous page

speakers voiced their concern with the vulnerability of media teaching, as the call for the return to basics furthers the ascendancy of more instrumental and less critical forms of education. One immediate cause for concern was the exclusion of media studies from the study of criteria for assessment at 16+ to be introduced in 1987. The consultative process will be over by March 19 so, there was little time to lose, and it was agreed that proposals should go from the conference to the Joint Council and to all five local examining groups set up to receive comments from teachers.

On a more immediate, day-to-day level, was the serious problem of how copyright restrictions hinder a great deal of crucial classroom work. As distinct from educational programming, television's general output: the news, drama, serials, series and sports programmes may not be recorded off-air for study in schools. Similarly, feature films for hire on videocassette can be used legally only for home viewing. The rights to broadcast television or films on video are held respectively by contributors to the programmes and by the film's distributors. Teachers who record regardless, without obtaining permission from the copyright holder - a long, time-consuming task - are infringing copyright.

In many cases, the legal responsibility lies with media resources staff. Understandably, many refuse to take any risk and remain strictly within the law. It's a conflict between the demands of performers to be paid for every use of their work and the need for public access to television 'texts' for study. Possible solutions suggested were some form of licensing with a fixed fee to be collected by a public institution, a levy on

blank tapes and VCRs, or quite simply free access for recording. Meanwhile a conference statement saying that educational usage should be free was planned for release to the IBA, the BBC and the DfES. Broad issues and problems dominated the general discussion, which was punctuated by a series of workshop meetings, and it was from these that there emerged a sense of the range and variety of media teaching and of the degree of commitment and enthusiasm brought to it. Discussions here were focused alternately on approaches and problems with different age ranges and on specifics like how television had represented the Toxteth riots.

Given the size of the conference - demand had exceeded places available - it was inevitable that those coming fresh to the area and with expectations of more time devoted to teach-in workshops on practical approaches and classroom work should be disappointed to some extent. But this need should be met in future through one of a number of moves proposed or initiated at the end of the conference: the setting up of regionally based networks of teachers; more work to be done with the R-14 range; more concentration where a lot of gaps still remain to be filled, despite BFI Education's steady and praiseworthy output over the last few years; and the eventual launching of a media studies journal.

Underlying it all was a strong feeling that it is now a crucial educational priority to make media teaching count for more. There was no lack of determination to 'make that happen.'

LARGE SCREEN TELEVISION Ideal for Lecture Theatres, Video Clubs, Conference Halls

Large screen projection television direct from the USA never before advertised. Easy to use, ideal for video recordings, requires no maintenance.

The Mega-View gives a life-size picture almost six times the viewing area of a 19" television screen.

This big screen television has a 46" high-gain curvilinear screen and a walnut stain resistant finish.

Special offer - only £375 plus VAT (plus the cost of a portable TV) For full details write Box No. 004300, TES The Times WC1X 8EZ

Caribbean meanings

Gillian Klein reviews poetry texts and cassettes

Caribbean Anthology
Compiled by Lorna Cocking and Joan Goudy
ILEA Learning Materials Service
Whole Pack, (ILEA schools £8, non-ILEA £12
Pupils book £3 (ILEA) £4.50 (outside)

Here is a collection of poems which should be seen - and heard. The formats of the pack: five identical students' books of poetry texts, a teachers' book containing the same poems with notes on the contributors and a well-researched list of further sources, along with two cassettes, is no gimmick. It is a deliberate attempt to bring the poems fully to life. And it works.

Working both in Britain and in the West Indies, they offer us a splendid anthology. Some of the poets, like Derek Walcott and Edward Braithwaite, are of international repute; others like John La Rose and James Berry are known both in their native Trinidad and Jamaica and also in Britain. Linton Kwesi Johnson has a following among young people here.

nostalgic essence

The poems speak initially about "the feel and essence" of the Caribbean, nostalgically - for childhood, for the sea and for the land, and especially for the people, people such as Evan Jones's proud Banana Man. Other poems address themselves to universal issues. Mervyn Morris has, in "The day my father died" engraved this reviewer's mind with the lines:

The pain of death is living
The dead are free.
Braithwaite mourns the sprouting of casuarinas where once "casuarinas sang", observing:

"Our people are too poor to be too selfish with their sun".
In "Wings of a dove", he brings alive the Rasta, using quite another register - a dialect which is not merely appropriate, but which enriches and vivifies this portrait in a way that Standard English never could. He employs dialect again in "Rites", so communicating the feelings as well as the happenings at a crucial match at the Oval. But both

rich source

Compilers Lorna Cocking and Joan Goudy aimed to make accessible to teachers, the rich source - and it is rich indeed - of Caribbean poetry. They recognize that, not only do classroom teachers lack the time to seek out the material, but they are hampered by "the need for an authentic voice to convey to the pupils the rhythms and intonations, the moods and meanings" of Caribbean verse. They have succeeded in providing both an excellent representation of the material and a remarkably authentic "voice" or, rather, range of voices.

are very different from Johnson's use of dialect as the language of rage and pain in which he recounts the "Five nights of madness" in the summer of 1981.
If proof were still needed that Caribbean dialects are totally developed languages, with their own constants of syntax, grammar, vocabulary; that they can enhance and actually extend expression, it is here in the printed and spoken words of this anthology. Not only is dialect joyfully validated; cadence, intonation and rhythm too are given full expression. The readers, often the poets themselves, use the whole repertoire of language to intensify meaning.

treasury

A treasury, then, rich in variety of content, style, mood, language; skillfully selected and effectively arranged. Designed for the classroom - secondary and FE - it is easy to dip into and discuss, poem by poem. There are no pictures, so perhaps for the sake of economy, to the pack does not look immediately exciting. But typography, layout and sound are of high quality.
Caribbean Anthology is a valuable resource, providing insight into a culture which now enriches the U.K. I hope that it will be used not only where there are members of that culture, but also to introduce to others this exciting dimension of literature.

Big Ed's adventures

by David Self



Big Ed
Two filmstrips and cassette tapes, workcards, scripts and notes £19 (including VAT and postage) Church Army Audio-Visual Resources, Independents Road, Blackheath, London SE3 9LG.

Big Ed comes with a splendid warning to teachers and youth leaders: "Big Ed is not recommended for use in situations where leaders... are likely to be embarrassed." It is a wise warning because the makers of this pack - the Church Army, know how to speak the language of its target audience of under-chiefs and -no-hopers. As they say, these young people's world is not one the majority of club leaders or teachers come from, nor is it "a world... individual Christians understand or relate to".

Like the Salvation Army, the Church Army (the Church of England organization which happens to be celebrating its centenary this year) has done much pioneering youth work in inner-city areas and, unlike some Christian agencies, knows just what will sound credible to the disadvantaged.

Big Ed is a series of four episodes: in the first, Ed leaves his broken home because of rows with his father and his father's new "wife". In the second, Ed and a friend manage to rent a flat. Problems arise when he is late for work and then a noisy party proves too much for the landlady. Next, Ed turns to his own mother who palms him off with cash which he spends on clothes.

In the last episode, he rejects help from a well-intentioned youth leader and also charity. He is finally forced to return home. This obviously unhappy ending raises as many lively discussion points as do the other



Big Ed foolishly thinks that he can solve all his problems by leaving home.

Colourful cartoon characters are superimposed on photographs or other realistic backgrounds, rather than the style of the photographic picture-strip stories found in some comics. In addition to a complete script for the operator, there are notes for the teacher or purchaser is free to duplicate. In addition there are four large posters and a copy of the Frontier Youth Trust report *Searching for Values*.

There are weaknesses. Some of the acting and sound balancing is less than perfect. The cartoons are a little dated (Ed wears flairs), and the titles would permit some clumsy novelizing in inept hands. However, if you are coping with inner-city area young people in an inner-city area, you would normally avoid church-sponsored materials, Big Ed is well worth considering. It offers no solutions and makes no easy promises, but it does show that stopping to consider values in not merely a luxurious irrelevance.

Word games

by Elizabeth Strawson

Wordways
Gameboards for oral language development
Bryan Benson and Lydia Stack
Pergamon Press Ltd, Headington Hill Hall, Oxford OX3 0BW

Wordways is another EXL game designed to combine fun with learning. It is aimed at beginners and lower-intermediate students of all ages, and is useful for reinforcement, revision and filling up those spaces which lurk in the lessons of the best-prepared teachers.

The game consists of six boards, each with about 20 numbered spaces containing picture cues. A dice is thrown and the player moves his or her counter to the appropriate picture - for example of a girl brushing her hair. At this point either the teacher or a student monitor asks, "What's she student has practised having already been decided. If the correct answer is given the player can remain in the space - if not it's back to square one.

The six boards all follow the same pattern. Possessives, countable and uncountable nouns, prepositions and different tenses of regular and irregular verbs can all be practised on boards A to E. Board F is charted, so numbered but has no pictures, so that teachers can make their own picture-cards to practise the desired structures.

The "boards" are made of flimsy card so it might be an idea to give them a hard backing and cover them with cellophane for durability. With one or two exceptions (is, that, picture of a steak or a paint palette?) the pictures are clear if humorous, and grinning boys and girls eat ice-creams; get stuck-up trees and make jet-propelled loops over the garden fence.

Talking proper

by Victoria Neumark



Ourselves
Afro-Caribbean Education Resource Project, 10 books, 40 worksheets, teachers' book and resource guide
Within ILEA, £12. ILEA internal postage free.
Community organizations £10. Agencies outside ILEA, £15, plus ACER Centre for Learning Resources, 275 Kennington Lane, London SE11.

Unlike many other contenders on the burgeoning multi-cultural scene, Ourselves is an excellent teaching tool. The Afro-Caribbean Education Resource Project have researched and tested their materials in classrooms and it shows. The sensitive subject of racial prejudice and stereotyping is tackled head on, and without hysteria thoroughly dismantled - within a simple middle school classroom.

The book contains four short fictionalized accounts of a day in the lives of Tony, Terry, Saroj and Paulette, classmates at a South London school. Paulette and Tony come from Gujarati in India and Terry is a white Brixtonian.

They get along all right, but they don't get along without referring to their differences in background. "Saroj... could speak very little English", Paulette had been to St Vincent... to visit relations". Tony Vincent... to make his drawing of a super-hero "black like him". Terry gets into a fight for telling Paulette to "talk proper". By sensitively using characters and situations that are so near to actuality, Ourselves makes it possible for pupils and teachers to discuss these differences and their feelings about them without having immediately to discuss each other. The writing of the stories, whilst not the greatest for elegance or accuracy, should be useful in providing an example of effective colloquial written usage. It is Standard English.

however, not Creole or South Cockney, and whilst the follow-up "things to talk about" do include a discussion on "talking proper", they are mostly geared to exploring feelings rather than language.

This seems laudable, since if non-Standard English speakers are ever to become comfortable with Standard dialect they must be able to use it for private personal speech as well as public communication. The accompanying worksheets are in the rather "personality quiz" format, again directed at analysing feelings and impressions about other people. Amongst many useful suggestions in the teachers' notes the carefully thought out ideas on "people and heroes" and "image and identity - India" are unusually good in pointing to how this sort of multi-cultural approach can be integrated into the whole syllabus of the middle school. And integrated it must be if we are not to have more children telling us, "if you're a different colour, you're not friends, they call you names about your colour and I don't really like it".

Multi-culturalism is not some cranky extra for British schools. It is one of the fundamental reasons for which education is vitally needed within a society still riddled with inequity. Ourselves provides a level-headed and comprehensive (the resource guide is extremely helpful and lists magazines, bookshops and organizations as well as books and resources) way for the middle school teacher to begin.

Greek gods and goddesses

by Gorman Stafford

The Gods of Mount Olympus
Pack 11, Cambridge School Classics Foundation Course, £8.75.
Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge.

This is one of the two packs in the Greek World Foundation Course which now appear in revised form. The pack on Troy and the early Greeks is also revised, while the packs on Greek Religion, Greek Festivals and on Athens, Sparta and Persia remain available in their original form. The material is directed towards 11-13 year olds in mixed ability classes. The natural interest of the subject combined with this presentation of it, makes it a highly attractive topic.

The basic information is conveyed in three card sets, identified by colour bands. 16 black and white photographs provide strong visual stimulus, while two marvellously atmospheric photographs of Mount Olympus make it quite possible to believe that the gods of Ancient Greece lived there. Goya's painting of Cronos eating one of his children will turn a few stomachs. There are eight double-sided cards of artist's drawings including a useful family tree of gods and goddesses. 16 cards of written information, as well as background material on Mount Olympus, arts and crafts and some well-known stories from Homer and Ovid.

This unit has been improved in a number of ways. Extra material for slower learners, written in simpler language and suggesting less demanding activities, has been provided.

Some of the information cards and all the workcards have been rewritten. These changes carry implications for all mixed-ability teaching.

Most of the work for less able pupils now exists as a separate body of material although the classification of this work remains known only to the teacher. The challenge of resource based, mixed ability work, knowing the material and skills remains. The problem, however, greatly eased by the clear definition of the work suitable for less able pupils.

Each pack is recommended for use by up to six pupils at a time. These may be a mixed ability group with individual pupils directed towards specific cards, according to ability, a group of less able pupils using the specifically designated workcards, or a group of more able pupils again concentrating on particular cards.

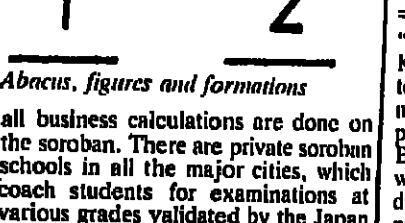
The Classics Project remains a prototype. Few teaching collections demonstrate a closer working relationship between publisher and practitioner. The assignments suggested in the workcards are realistic and varied, and suggestions for further work are original. The teacher's pamphlet offers adequate guidance for those using this kind of material for the first time. The teachers' handbook, published separately, is invaluable for people contemplating the wider use of these resources or for those who simply want a clearer statement on the place of classical studies in the lower years of the secondary school. For those who see it as a logical progression, *The Roman World* offers material for 12-14 year olds, again in a mixed ability setting.

resources

Calculated subtlety

Roger Taylor on the abacus as sophisticated teaching tool

For millions of people throughout the world, the abacus is not simply an arithmetic tool...



Abacus, figures and formations

The appeal of the soroban is difficult to convey to the non-user, but its practical value soon becomes apparent.

As a teaching aid the soroban has several positive features. Once a unit position is identified, place value is the same as the Hindu-Arabic notation...

Use the soroban and the eyes see, the fingers feel and the ears hear the numbers that are being manipulated.

The abacus we are familiar with - multi-coloured beads on horizontal rods - came to us from the Middle East virtually unchanged.

In Japan it is ubiquitous. It is estimated that as many as three-quarters of

all business calculations are done on the soroban. There are private soroban schools in all the major cities...

There are two books available in English: Y. Yoshino, The Japanese Abacus Explained, Dover Publications, and Kojima, The Japanese Abacus, Tuttle Publications, Tokyo.

It is unlikely that the soroban will suddenly take over from the calculator, nor will it make other teaching aids obsolete.

Finally, the abacus comes from an unfamiliar culture. Perhaps by using this simple tool we can gain a little understanding of it.

media

Karen or Sandra?

Michael Church reviews a feminist play

ETV Ties by Barry Purchase Scene. BBC1, Feb 11 and 12

"How different from each other are Karen and Sandra? Will Karen grow to be more like Sandra - or Sandra more like Karen?"

This was essentially what might have been called a feminist play, turning as it did on the contrast between two views of marriage.

Enlightenment for Sandra (and the audience) resulted from a joy-ride to Brighton on which encounters took place with male chauvinist yobboes

"Play now, pay later" highlights the advantages and problems of his purchase. Mike and Sam involve 16 to 16 year olds in a number of percentage problems when Mike's efforts on the electric guitar are as successful as his hoped.



Warwick University, subject of "Warwick 93"

Cautionary tales

by Nigel Richardson

FILM/VIDEO Warwick 93 16mm. Random Film Library Ltd, 25 The Burroughs, Hendon, London NW4 4AT

The First Day 16mm. Multilink Film Library Ltd, 10mm. The Square, Vicarage Farm Road, Peterborough, PE1 5TS

It is impossible to do justice to all aspects of a university's life in 30 minutes. You can't please everyone by what you include, worse still, productions can date very quickly.

Warwick 93 highlights all these problems. A confident, glossy, thoroughly professional production only two years old, it covers an enormous amount of ground; literally, in aerial shots of the campus, and metaphorically in its coverage of every aspect of university life from registration to graduation.

It demonstrates skilfully what lectures, seminars and tutorials are, and shows the wide range of Warwick courses from sociology and law to the study of stress fractures in concrete, radiocarbon dating, and measurement in plant life.

The viewer receives a montage of short film clips, stills of posters of recent productions, eavesdroppings from a supervision and an interview with the Careers Advisory Service, as well as definitions from the Vice-Chancellor and others of the essence of university life.

This is excellent as a documentary piece of history - no hint of eisus or frozen broods, but plenty of hirsute staff and students, reminding us how rapidly the educational world has already changed in the eighties.

The Flight of the Condor (Sunday, 19.15 BBC2) The second of three programmes on wildlife in the Amazon travels 'Down the Amazon' and waterfalls, to the tropical rain forest.

Briefings

Radio and tv For schools

Insight (Monday, 10.48, Wednesday, 9.30 ITV) 'Clowns and Magic are the main themes of this programme for the hearing impaired and slow-learning children.

General Studies (Monday, 11.0 Tuesday, 12.05 BBC1) Should alcohol be considered a drug? 'I have a Drink?' shows a 18 year olds some of the effects the alcohol has on the brain and compares them with the effects of drugs.

Exploration Earth (Monday, 11.05 VHF4) A survey of the main forms of transport in Britain begins with ancient tracks and Roman roads. Ten to twelve year olds compare these with Spanghel Junction, high speed trains, and modern airways.

Seeing and Doing (Tuesday, 11.2 Thursday, 10.09 ITV) A four part unit on 'Transport' this time for six and seven year olds, also begins with roads. Shows the road network developed and how people travelled before the car.

Everyday Maths (Wednesday, 10.10 BBC1) 'Play now, pay later' highlights the advantages and problems of his purchase. Mike and Sam involve 16 to 16 year olds in a number of percentage problems when Mike's efforts on the electric guitar are as successful as his hoped.

How We Used to Live (Wednesday, 11.30, Friday, 9.47 ITV) How did people afford medical treatment before the National Health Act? What advantages does the NHS bring to the Hocklings family? Some of the facts are explained for age 10 to thirteen year olds.

Noticeboard (Thursday, 9.05 VHF4) Graham Tuxer talks of Arthur Vills, producer of 'Introducing Science' about developments in the series and the way teachers can help.

Geography Today (Thursday, 11.10 TV) 'Catchment Studies' follows a route taken by rainwater through a number of contrasting catchment areas. Level students see how a flood hydrograph evaluates the reaction of the catchments to rainfall.

Scene (Thursday, 10.32, Friday, 14.02 BBC1) A programme for 14 to 16 year olds examines some of the arguments for and against 'Britain's Nuclear Defence'. Asks if present government policy means that we are committed to the use of nuclear weapons in the event of a war.

Days that made History (Thursday, 14.40 VHF4) A unit featuring events in the United States between 1920 and 1930 begins with a reconstruction of the Sacco and Vanzetti payroll robbery which ended in murder. Debates whether the two were condemned to death for their anarchist sympathies or for the murder.

Continuing education Twentieth Century European Authors (Sunday, 16.00 VHF4) 'This series begins with a study of the contrasting work of the Russian writers Sholokov and Bulgakov. Features extracts from 'And Quiet Flows the Don' and 'The Master and Margarita'.

The Flight of the Condor (Sunday, 19.15 BBC2) The second of three programmes on wildlife in the Amazon travels 'Down the Amazon' and waterfalls, to the tropical rain forest.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Table with columns for Appointment Type, Vacancies, and other classifications. Includes categories like Primary Education, Secondary Education, Commercial Subjects, etc.

Primary School Education

Headships

BERKSHIRE CROWTHORNE C.E. SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

BERKSHIRE WOODCOTT COUNTY SCHOOL. Headship. N.O.R. 355.

CAMBRIDGESHIRE

WESTWOOD HOUSE SCHOOL. Peterborough. (70 girls aged 7-11)

Applications are invited from suitably qualified and experienced teachers for the post of Head of Primary Department from September 1982.

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

CAMBRIDGESHIRE

NORTHERN AREA SPRINGFIELD INFANT SCHOOL. Peterborough. (70 girls aged 7-11)

Applications are invited from suitably qualified and experienced teachers for the post of Head of Primary Department from September 1982.

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

DORSET

Applications are invited for the headship of the following schools from 1 September 1982:

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Apply in writing, with C.V. and names of 2 recent referees, to: 110010

Redbridge London Borough

The London Borough of Redbridge is a pleasant residential area, in north-east London with easy access to Central London and the Essex countryside.

Applications are invited for September 1982 from suitably qualified and experienced teachers for the following post:

HEADSHIP Fullwood Primary School, Burford Close, Barking, Ilford IG6 1ER. Telephone 01-551 3288

Headteacher: Mr W. S. M. Warden. It is anticipated that this primary school will be in Burnham Group 5 from April 1982.

Further particulars of the post and an application form can be obtained from K. G. M. Ratcliffe, M.A., MEd., Chief Education Officer, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN

Closing date for the receipt of applications - 9 March 1982

METROPOLITAN BOROUGH OF NORTH TYNESIDE

Education Committee CULLERCOATS PRIMARY SCHOOL, Marden Avenue, Cullercoats, North Shields NE30 4PB

Headteacher Group 6 Roll 395

Applications with full supporting letter are invited from suitably qualified and experienced teachers for appointment to the above-named post at this 6-11 Primary School.

Application forms and further details are available on receipt of a s.a.s. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

Advertisement for Waltham Forest Primary School. Head Teacher Group 6 School. Salary from £11,022 to £12,129 plus Outer London Allowance of £498.

Advertisement for St Mary's R.C. Infant School. Head Teacher (Group 4). Applications are invited for the post of Head Teacher. Applicants must be practising Catholics.

Advertisement for Haringey Primary School. Head Teacher. Applications are invited for the post of Head Teacher. Applicants must be practising Catholics.

Applications are invited for the HEADSHIP of Northbury Infants' School, Group 5, North Street, Barking, 280 pupils.



HEADSHIPS Required for 1 September 1982. BAYWARDS COUNTY PRIMARY SCHOOL (Group 4) Townsend Road, Tiptree, Colchester.



County of Cleveland HEAD TEACHER (Group 4) St Bede's RC Primary School Redcar Road, Marske, Redcar, Cleveland TS11 6AE.

The Borough is within easy reach of Central London and is bordered by Epping Forest. Re-advertisement Required for September 1982. ST. SAVIOUR'S C. OF E. PRIMARY SCHOOL (AIDED) (Venning Avenue, London E17 9ER)

PRIMARY HEADSHIPS HERTFORDSHIRE COUNTY COUNCIL EDUCATION DIVISION CONTROLLED CHURCH OF ENGLAND PRIMARY SCHOOL

KENT COUNTY COUNCIL EDUCATION DEPARTMENT DARTFORD DIVISION APPOINTMENT OF HEAD TEACHER

LEICESTERSHIRE LEICESTER DISTRICT COMMUNITY CENTRE HEADWARDEN GROUP

LEICESTERSHIRE LEICESTER ROWLATS PRIMARY SCHOOL HEADSHIP - GROUP 5

NORTHUMBERLAND BEDLINGTON WHITELEY PRIMARY SCHOOL (AIDED) GROUP 4

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT (AIDED) PRIMARY SCHOOL

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT (AIDED) PRIMARY SCHOOL

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT (AIDED) PRIMARY SCHOOL

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT (AIDED) PRIMARY SCHOOL

NORTHUMBERLAND STAKEFORD COUNTY COUNCIL EDUCATION DEPARTMENT

HERTFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

WILTSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

WEST SUSSEX OVER LADY QUEEN OF HEAVEN R.C. FIRST SCHOOL

LEICESTERSHIRE LEICESTER DISTRICT COMMUNITY CENTRE HEADWARDEN GROUP

LEICESTERSHIRE LEICESTER DISTRICT COMMUNITY CENTRE HEADWARDEN GROUP

NORTHUMBERLAND BEDLINGTON WHITELEY PRIMARY SCHOOL (AIDED) GROUP 4

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT (AIDED) PRIMARY SCHOOL

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT (AIDED) PRIMARY SCHOOL

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT (AIDED) PRIMARY SCHOOL

DEVON Primary are advertised throughout on page 4 of this supplement

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

WICKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

THE TIMES EDUCATIONAL SUPPLEMENT 19.2.82

Scale 2 Posts and Scale 1 Posts

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

BUCKINGHAMSHIRE MILTON KEYNES DIVISION BRADWELL VILLAGE SCHOOL COMBINED

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SHROPSHIRE EDUCATION COMMITTEE BRIDGNORTH ENDOWED (CONTROLLED) SCHOOL

SOUTH GLAMORGAN COUNTY COUNCIL PRIMARY SCHOOLS TEACHING APPOINTMENTS SCALE I

ERMYSTED'S GRAMMAR SCHOOL SKIPTON-IN-CRAVEN NORTH YORKSHIRE HEAD

CAMBRIDGESHIRE HUNTINGDON AREA Hinchingsbrooke School Huntingdon, Cambs Required for September 1982

Waltham Forest logo

Waltham Forest logo

ESSEX County Council logo

ESSEX County Council logo

SECONDARY MATHS

continued

NORTHAMPTONSHIRE

BRACKLEY MAGDALEN COLLEGE SCHOOL, High Street, Brackley, Northants NN15 5AE

Required for September, a teacher of Mathematics and Physical Science (Scale 13) to teach in a comprehensive school with pupils (13-16 years).

A residential post on the boarding side may be available for a teacher who is single.

Further details and application form available from the Headmaster (S.A.E. please). (28752) 133422

HILLINGDON

LONDON BOROUGH OF HILLINGDON, BARNHILL SCHOOL, Barnhill Lane, Hayes UB4 8HD

Required for September, a teacher of MATHEMATICS and Science to cover a temporary vacancy for the summer term 1982. The successful candidate will be required to teach classes in years 11 and 12.

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

HILLINGDON

LONDON BOROUGH OF HILLINGDON, TOWNFIELD SCHOOL, Central Avenue, Hayes, Middlesex UB8 3JD

Required for Summer Term 1982, a teacher of Mathematics. The post entails teaching throughout the school, up to and including Sixth Form.

Further details and application form available from the Headmaster (S.A.E. please). (28752) 133422

ENFIELD

LONDON BOROUGH OF ENFIELD, ARNOS SCHOOL, Wilton Way, Southgate, London N15 7HY

Required for Summer Term or September 1982, a teacher of MATHEMATICS (Scale 1) to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

HILLINGDON

LONDON BOROUGH OF HILLINGDON, TOWNFIELD SCHOOL, Central Avenue, Hayes, Middlesex UB8 3JD

Required for Summer Term 1982, a teacher of Mathematics. The post entails teaching throughout the school, up to and including Sixth Form.

Further details and application form available from the Headmaster (S.A.E. please). (28752) 133422

NEWHAM

LONDON BOROUGH OF NEWHAM, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

MANCHESTER

LONDON BOROUGH OF MANCHESTER, ST JOHN'S CATHOLIC SCHOOL, Green Street, London E14 6JH

Head Teacher: E.M. Linn Number on roll: 742

Required for September, a teacher of Mathematics to teach in the ability range. A level work available on contract basis (S.M.P. or C.E.E. examiners).

Application forms from and returnable to the Headmaster at the school, London Allowance Payable. (28512) 133422

Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the date stated.

HEADTEACHERS

Primary

Exeter Bradley Rowe (8-12 years) Middle School, Burnhouse Lane, Exeter, EX2 6AY (Roll 365) Head (Group 6) - Readvertisement. Required September 1982 for this Social Priority School.

DEPUTY HEADTEACHERS PRIMARY

Braunton, Kingsacre County Primary School Kingsacre, Braunton (Accommodation for roll of 200) Deputy Head (Group 4) Required September, 1982, for opening of this new school.

SCALE POSTS SECONDARY

Kingsbridge School and Community College Kingsley Road (Roll 1060) Scale 1 - Religious Education Required September 1982, for Religious Education mainly in lower school (Years 1-3) of this mixed 11-18 Comprehensive. Applicants should be able to offer some teaching in other subject area. Closing date: 8th March 1982.

King Edward VI School

Ashburton Road, Teines (Roll 1523) Scale 1 (Two Posts) (1) BIOLOGY - Graduate required September 1982 to teach Biology throughout the school including A level work within a very successful and well resourced department. Closing date: 6th March 1982.

SCALE POSTS SPECIAL

Mill Ford School (ESN(S)) Richmond Crescent, Binesett, Plymouth PL5 2PY (Roll 110) Scale 1 & 2 Required September 1982 to work with 20 orator children and 3 other staff. A Scale 2(S) post is available for a suitably qualified and experienced candidate but newly qualified teachers should not be deterred and would be considered for a Scale 1(S) appointment. Closing date: 4th March 1982.

Downham School (ESN (S))

Horn Lane, Plymstock, Plymouth (Roll 66) Scale 1 Required September 1982 for classes of 6-12 year old children. Closing date: 4th March 1982.

DEVON

HAVINGER

LONDON BOROUGH OF HAVINGER, THE SCHOOL, Widdowes Lane, Hornchurch, Essex. Telephone: Hornchurch. Headteacher: Dr. J.F. Rowley. Number on roll: 133422

ISLE OF MAN

BOARD OF EDUCATION, SUNDAY SCHOOL, Douglas, Isle of Man. Scale 11 - 18 600. Required for September, 1982, a teacher of Mathematics (Scale 1) to teach throughout the school with a particular interest in helping weaker pupils. An ability to help weaker pupils is essential. Education would be an advantage.

LEICESTERSHIRE

JOHN LEVENDAL COLLEGE, Forest View, Butt Lane, Hinckley, Leics. In the Leicestershire plan for the re-organisation of secondary education 14-18. No. 10000

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Comprehensive 11-18. Roll 1034

LEICESTERSHIRE

ST PAUL'S GIRLS SCHOOL, Brook Green, London W6. Part-time (approximately two-thirds) responsibility for the school up to and including Sixth Form. The school is a comprehensive school with a high standard.

LONDON W6

ST PAUL'S GIRLS SCHOOL, Brook Green, London W6. Part-time (approximately two-thirds) responsibility for the school up to and including Sixth Form. The school is a comprehensive school with a high standard.

MARLBOROUGH

ST JOHN'S SCHOOL, 15-18 Deanery, Marlborough, Wiltshire. Headmaster: Mr. J. G. ...

NORTHUMBERLAND

ASHINGTON COUNTY HIGH SCHOOL, Ashington, Northumberland. Number on roll: 133422

POWYS COUNTY COUNCIL

EDUCATION DEPARTMENT, JOHN BEEDS SCHOOL, Aberystwyth, Powys. Scale 11-18: 1270. Required for 1st September 1982, a teacher of Mathematics to teach the subject throughout the school.

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE, BEAL HIGH SCHOOL, Woodford Bridge, 104 3LP. Telephone: 01-550 8733

REDBRIDGE

BEAL HIGH SCHOOL, Woodford Bridge, 104 3LP. Telephone: 01-550 8733

ROTHERHAM

METROPOLITAN BOROUGH OF ROTHERHAM, COMPREHENSIVE SCHOOL, Rotherham. Mixed, Approx. 1000 on roll

SALOP

SHROPSHIRE EDUCATION, ERWAL WOOD SCHOOL, Osir Links Lane, Wellington, Shropshire. Headmaster: Mr. J. G. ...

STAFFORDSHIRE

EDUCATION COMMITTEE, CHASE TERRACE HIGH SCHOOL, Staffs. Headmaster: Mr. J. G. ...

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST, AN EQUAL OPPORTUNITY SCHOOL, Waltham Forest, London. Number on roll: 133422

WARWICKSHIRE

THE KING'S HIGH SCHOOL FOR GIRLS, Warwick. Independent Day School. Number on roll: 133422

WARWICKSHIRE

THE KING'S HIGH SCHOOL FOR GIRLS, Warwick. Independent Day School. Number on roll: 133422

WEST SUSSEX

HAZELWICK SCHOOL, Three Bridges, Crawley, Sussex. Headmaster: Mr. J. G. ...

WEST SUSSEX

HAZELWICK SCHOOL, Three Bridges, Crawley, Sussex. Headmaster: Mr. J. G. ...

STAFFORDSHIRE

EDUCATION COMMITTEE, CHASE TERRACE HIGH SCHOOL, Staffs. Headmaster: Mr. J. G. ...

STAFFORDSHIRE

EDUCATION COMMITTEE, CHASE TERRACE HIGH SCHOOL, Staffs. Headmaster: Mr. J. G. ...

WILTSHIRE

WILTSHIRE EDUCATION, ... Headmaster: Mr. J. G. ...

WILTSHIRE

WILTSHIRE EDUCATION, ... Headmaster: Mr. J. G. ...

WILTSHIRE

WILTSHIRE EDUCATION, ... Headmaster: Mr. J. G. ...

WILTSHIRE

WILTSHIRE EDUCATION, ... Headmaster: Mr. J. G. ...

WILTSHIRE

WILTSHIRE EDUCATION, ... Headmaster: Mr. J. G. ...

WILTSHIRE

WILTSHIRE EDUCATION, ... Headmaster: Mr. J. G. ...

WILTSHIRE

WILTSHIRE EDUCATION, ... Headmaster: Mr. J. G. ...

THE TIMES EDUCATIONAL SUPPLEMENT 19.2.82

SECONDARY MOD LANG Scale 1 Posts

AVON COUNTY HANHAM HIGH SCHOOL, Hanham, Bristol. Scale 11-18 purpose of this post is to provide excellent facilities.

Scale 2 Posts and above

HARNSLEY METROPOLITAN BOROUGH, JOHN BOWARD UPPER SCHOOL, Harnsley, Greater Manchester. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

THE TIMES EDUCATIONAL SUPPLEMENT 19.2.82

SECONDARY MOD LANG Scale 1 Posts

ENFIELD LONDON BOROUGH OF ENFIELD, BULLMOOR SCHOOL, Middlesex. Scale 11-18

Scale 2 Posts and above

HAVINGER LONDON BOROUGH OF HAVINGER, THE SCHOOL, Widdowes Lane, Hornchurch, Essex. Telephone: Hornchurch. Headteacher: Dr. J.F. Rowley. Number on roll: 133422

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

THE TIMES EDUCATIONAL SUPPLEMENT 19.2.82

SECONDARY MOD LANG Scale 1 Posts

ENFIELD LONDON BOROUGH OF ENFIELD, BULLMOOR SCHOOL, Middlesex. Scale 11-18

Scale 2 Posts and above

HAVINGER LONDON BOROUGH OF HAVINGER, THE SCHOOL, Widdowes Lane, Hornchurch, Essex. Telephone: Hornchurch. Headteacher: Dr. J.F. Rowley. Number on roll: 133422

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

THE TIMES EDUCATIONAL SUPPLEMENT 19.2.82

SECONDARY MOD LANG Scale 1 Posts

ENFIELD LONDON BOROUGH OF ENFIELD, BULLMOOR SCHOOL, Middlesex. Scale 11-18

Scale 2 Posts and above

HAVINGER LONDON BOROUGH OF HAVINGER, THE SCHOOL, Widdowes Lane, Hornchurch, Essex. Telephone: Hornchurch. Headteacher: Dr. J.F. Rowley. Number on roll: 133422

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

LEICESTERSHIRE

DE LILLE RIVE COMPREHENSIVE SCHOOL, Thorpe Hill, Loughborough. Scale 11-18

OVERSEAS

TANZANIA
INTERNATIONAL
OF LANGUAGES LTD.
Dar-Es-Salaam
Secondary school teachers are recruited for the following subjects: Physics, English, Mathematics, French, Music, Physical Education.

UNITED ARAB EMIRATES

Drastically Required: Fully Qualified Teacher of Swimming and Coaching. Candidates will be expected to take a full pre-employment programme. Committed teachers only should apply to Miss A. Al-Dhahbi, United Arab Emirates, P.O. Box 400, Abu Dhabi, (28410) 460000

ITALIAN IN VENICE - Please see full advertisement in Educational Column. (28195) 460000

ADMINISTRATION
Local Education
Authority
BURY
METROPOLITAN
BOROUGH OF BURY
DEPARTMENT
SPECIALIST CAREERS
OFFICER, TEAM
LEADER

Salary 501 £8,190 - £8,735 per annum.
To take charge of the work of the unemployment team in the Metropolitan Borough of Bury. The team consists of two other careers officers, three other specialist officers and two part-time clerical assistants. The applicant must be a qualified and experienced careers officer with a successful history in work with the unemployed.

NORFOLK

SOUTHERN AREA
EDUCATION OFFICER
The Director of Education for the Southern Area of Norfolk invites applications for the post of Director of Education to succeed Jack Chadderton who is retiring in June 1982.

DIRECTOR
OF EDUCATION
Salary £20,016-£21,348 p.a.
The City of Newcastle upon Tyne invites applications for the post of Director of Education to succeed Jack Chadderton who is retiring in June 1982.

Further information can be obtained by contacting the Chief Executive on 0832 328520 Ext. 5001, or by post to the City Centre, Barras Bridge, Newcastle upon Tyne NE99 2BL, to whom applications should be made not later than Friday 18th March 1982.

City of Newcastle upon Tyne
Education Department
Primary Advisers
Salary = Soulbury Scale Headteacher Group 8 (£12,540 to £13,650 p.a.)

Applications are invited for two posts in the Advisory Team. Each adviser should be able to work throughout the Primary range, although it is hoped to appoint one adviser with particular knowledge of work with children in the early years (3-8).

Shropshire County Council
Education Department
Careers Officer
Salary = £6135-£7620

The Officer appointed will be based at the Edmonion Careers Office and will be responsible for the Area Careers Officer for the full range of careers advisory work connected with the guidance and placement of school leavers and other young people.

Science Adviser
£12,540-£13,650 p.a.
To be responsible for promoting the development of science teaching within the County from the 1st April, 1982.

REDBRIDGE LONDON BOROUGH
SENIOR EDUCATION OFFICER
£15,147-£16,374 per annum inclusive
Required from 1st May 1982. This is a key post carrying full responsibility for the Schools Branch.

ADMINISTRATIVE ASSISTANT
(POST E132) AP4, £8501-£7137 p.a.
Applications are invited from suitably qualified people to fill the post of Administrative Assistant in the Education Department.

Career Officers
(2 POSTS)
£5,652-£6,333 p.a. (Probationers)
£6,501-£7,137 p.a. (Qualified Officers)
An opportunity to join a forward thinking careers service, based at a Careers Centre in the Walsall Borough.

Further information can be obtained by contacting the Chief Executive on 0832 328520 Ext. 5001, or by post to the City Centre, Barras Bridge, Newcastle upon Tyne NE99 2BL, to whom applications should be made not later than Friday 18th March 1982.

Walsall
an equal opportunity employer
WALSALL METROPOLITAN BOROUGH

Careers Officer
£6135-£7620
The Officer appointed will be based at the Edmonion Careers Office and will be responsible for the Area Careers Officer for the full range of careers advisory work connected with the guidance and placement of school leavers and other young people.

London Borough of ENFIELD
EDUCATION DEPARTMENT
Starting salary according to age and experience.

Social Services Department
Teacher (Scale 1)
Family Centre, Newport
required to start as soon as possible in the new Family Centre which is being run by the Social Services Department.

MINISTRY OF DEFENCE
BURNHAM LECTURER GRADE 1 (RUSSIAN)
AT RAF NORTH LUFFENHAM, OAKHAM, LEICESTERSHIRE
Applications are invited from suitably qualified teachers to fill this post as soon as possible.

Bible Society
Bible Society
Children and Schools Consultant
A person with teaching experience in religious education who is committed to the Bible cause and has writing skills to originate and commission Bible materials for use both within school and church contexts.

Isle of Wight County Council
Education Department
Administrative Assistant
(POST E132) AP4, £8501-£7137 p.a.

CHILD CARE

COTSWOLD COMMUNITY (Wiltshire Social Services)
We need a residential group living worker to join a small residential unit in this rural therapeutic community. The role is to help emotionally disturbed and anti-social adolescent boys to achieve self-reliance and to enable the growth of inner control.

Examiners
LONDON REGIONAL EXAMINING BOARD
Applications are invited for the following posts:
MATHEMATICS (A) EXAMINER
MATHEMATICS (B) EXAMINER
MATHEMATICS (C) EXAMINER

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the post of Chief Examiner in Art and Crafts (613) - Option 1 (General) and Option 2 (Applied) for the 1984 examination.

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the post of Chief Examiner in Art and Crafts (613) - Option 1 (General) and Option 2 (Applied) for the 1984 examination.

Education Department
Educational Psychologist
Salary: Soulbury £8094 to £13,308 inclusive per annum (pro-rata in respect of part-time post)

London Borough of Barnet
Alternative employment. At last the opportunity to work with a variety of people in a variety of settings. Applications are invited from suitably qualified people to fill the post of Alternative Employment Officer.

MINISTRY OF DEFENCE
BURNHAM LECTURER GRADE 1 (RUSSIAN)
AT RAF NORTH LUFFENHAM, OAKHAM, LEICESTERSHIRE
Applications are invited from suitably qualified teachers to fill this post as soon as possible.

Isle of Wight County Council
Education Department
Administrative Assistant
(POST E132) AP4, £8501-£7137 p.a.

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of Chief Examiner in Art and Crafts (613) - Option 1 (General) and Option 2 (Applied) for the 1984 examination.

LONDON REGIONAL EXAMINING BOARD
Applications are invited for the following posts:
MATHEMATICS (A) EXAMINER
MATHEMATICS (B) EXAMINER
MATHEMATICS (C) EXAMINER

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the post of Chief Examiner in Art and Crafts (613) - Option 1 (General) and Option 2 (Applied) for the 1984 examination.

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the post of Chief Examiner in Art and Crafts (613) - Option 1 (General) and Option 2 (Applied) for the 1984 examination.

Education Department
Educational Psychologist
Salary: Soulbury £8094 to £13,308 inclusive per annum (pro-rata in respect of part-time post)

London Borough of Barnet
Alternative employment. At last the opportunity to work with a variety of people in a variety of settings. Applications are invited from suitably qualified people to fill the post of Alternative Employment Officer.

MINISTRY OF DEFENCE
BURNHAM LECTURER GRADE 1 (RUSSIAN)
AT RAF NORTH LUFFENHAM, OAKHAM, LEICESTERSHIRE
Applications are invited from suitably qualified teachers to fill this post as soon as possible.

Isle of Wight County Council
Education Department
Administrative Assistant
(POST E132) AP4, £8501-£7137 p.a.

SURREY

SENIOR HOUSEMISTRESS
Senior Housemistress for a girls' school. The post involves the day-to-day running of the school and the supervision of the staff. The successful candidate will be responsible for the general management of the school.

Miscellaneous
BUCKINGHAMSHIRE
Outdoor Education
Outdoor specialist instructors needed from February/March on a month contract at residential centres in 3 Wales. Experience in outdoor activities and working with young people preferable. Interviews necessary.

GLWYD COUNTY COUNCIL
NANT SWICH YR
Applications are invited from suitably qualified people to fill the post of Nant Swich Yr. The successful candidate will be responsible for the general management of the school.

NORFOLK
Required for September. In the Western Area, King's Lynn.
Scale 2 - Peripatetic Remedial Teacher with Remedial and Specific Learning Difficulties.

DEVON
STOVER SCHOOL
Newton Abbot, Devon
Applications are invited for the post of Head of School. The successful candidate will be responsible for the general management of the school.

WILTSHIRE
PART-TIME PERIPATETIC REMEDIAL TEACHER
Applications are invited for the post of Part-time Peripatetic Remedial Teacher. The successful candidate will be responsible for the general management of the school.

DEVON
COURTLANDS CENTRE
Applications are invited for the post of Courtlands Centre. The successful candidate will be responsible for the general management of the school.

Isle of Wight County Council
Education Department
Administrative Assistant
(POST E132) AP4, £8501-£7137 p.a.

OUTDOOR EDUC ENGLISH (EFL)

MIMRYVA Outdoor Ventures experts in Outdoor Education for the young... invite you to our farm-house centre in the Brecon Beacons...

TUNBRIDGE WELLS

Permanent instructor teaching from May or possibly later... at least two skills to good level required from applicants...

U.S.A. OUTDOOR PURSUITS

TEACHING SUMMER CAMP USA looking for hundreds of enthusiastic outdoor enthusiasts...

SENIOR INSTRUCTORS

We are looking for two enthusiastic young people to join our staff at an activity college...

OXFORDSHIRE

OXFORD INTENSIVE SCHOOL OF ENGLISH 13-15 High Street, Oxford. Courses for 1982...

OUTDOOR ACTIVITIES

To include Climbing, Tower, canoeing, archery, etc. Main activity canoeing and rafting...

STANFORD SCHOOL OF ENGLISH

TEFL Teacher, qualified and experienced, needed from September...

EDINBURGH

EDINBURGH SCHOOL OF ENGLISH Requires experienced graduate teachers for residential courses...

EUROCENTRES

SUMMER TEACHING VACANCIES: ENGLISH AS A FOREIGN LANGUAGE We shall be taking on extra staff in our Bournemouth Centre...

LEARN TO TEACH ENGLISH (EFL)

Christmas Easter Summer Courses for English teachers... at Kent University/Canterbury...

LTC LADIES

Required for boarding school resident T.E.L. staff for Summer Courses from August 4th...

QUALIFIED TEACHERS

Required for temporary positions of considerable responsibility in June, July, August & September...

LEADS UNIVERSITY OF LEEDS

Department of Community Medicine and Health Practice in association with Leeds Polytechnic Health...

LONDON MONTESSORI CENTRE

The Practical workshop in Montessori training and Montessori Apparatus...

OXFORD INTENSIVE SCHOOL OF ENGLISH

13-15 High Street, Oxford. Courses for 1982. Apply for an application form...

STANFORD SCHOOL OF ENGLISH

TEFL Teacher, qualified and experienced, needed from September...

EDINBURGH

EDINBURGH SCHOOL OF ENGLISH Requires experienced graduate teachers for residential courses...

EUROCENTRES

SUMMER TEACHING VACANCIES: ENGLISH AS A FOREIGN LANGUAGE We shall be taking on extra staff in our Bournemouth Centre...

THE LONDON MONTESSORI CENTRE

Montessori Teachers Nursery Primary and Adolescent level courses in London...

Appointments Wanted

MUSIC TEACHER, 44, diploma in piano & organ & 12 years' experience...

Classics Graduate

Classics Graduate, 53, seeks post school post September. Offers Classics, Scriptura, Latin, 25 years experience...

GRADUATE FEMALE

Middle and Secondary School, English to a level seeks temporary or permanent appointment as soon as possible...

TEACHER'S SKILLS NEEDED FOR A GROWING BUSINESS

The purpose of this message prepared for you by the author, a professional in the field of business...

YOUR C.V. UNPROMISINGLY PREPARED?

Write your C.V. in a way that will make it stand out from the crowd...

MAKE THIS THE YEAR YOU LEARN TO WRITE

Earn money by writing articles for journals, magazines, newspapers...

BIORHYTHMS

An understanding of Biorhythms helps you to reach more effectively your objectives...

HERTFORDSHIRE SOCIAL SERVICES

Marcus is a sociable 12-year-old, fond of animals and records and loves his bike...

BUDGET LOANS

HFS arrange secured budget loans for homeowners with good credit ratings for the full period of the loan...

HOMEOWNERS FINANCIAL SERVICES

Barclays Bank Chambers St. Giles Square, Northampton NN1 1DA Telephone (0604) 34141

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

FOR SALE AND WANTED

DISCOVER SCOTTISH HIGHLANDS Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

ITALIAN IN VINICIA

3 weeks intensive course plus 10 days in lovely quiet town of Viniccia...

PAINTING, DRAWING & BILLIARDS

Watching for an enthusiastic student in the field of painting, drawing and billiards...

WARREN RECORDINGS

Warren Recordings offers a variety of music recordings from your own or our libraries...

WHAT CAN A TEACHER DO?

What can a teacher do? This is a question that is asked by many people...

YOUR C.V. UNPROMISINGLY PREPARED?

Write your C.V. in a way that will make it stand out from the crowd...

MAKE THIS THE YEAR YOU LEARN TO WRITE

Earn money by writing articles for journals, magazines, newspapers...

BIORHYTHMS

An understanding of Biorhythms helps you to reach more effectively your objectives...

HERTFORDSHIRE SOCIAL SERVICES

Marcus is a sociable 12-year-old, fond of animals and records and loves his bike...

BUDGET LOANS

HFS arrange secured budget loans for homeowners with good credit ratings for the full period of the loan...

HOMEOWNERS FINANCIAL SERVICES

Barclays Bank Chambers St. Giles Square, Northampton NN1 1DA Telephone (0604) 34141

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE

France in April. Houses/flats, Mediterranean coast/Pyrenees from £40 per week...

EXCHANGE - FRANCE

We have lots of French Secondary School pupils requiring English Partners for exchange visits July/August 1982...

GOWER

Area of outstanding beauty, including family houses, well equipped, centrally heated...

EXPLORE EXMOOR

Road-walking holidays. Accommodation in remote, beautiful 17th-century farm...

EAST DEVON COAST

3 self catering cottages on edge of quiet resort, 2 minutes from sea...

MID WALES

18th Century Cottage, (17th Century barn, 120 sq ft), sleeps 4, no bathroom...

PARIS ANTIQUE AND TAUNTON

PARIS ANTIQUE AND TAUNTON, 2 super holiday cottages in Taunton...

PEACEFUL BRITANY, TV BRIGHT

PEACEFUL BRITANY, TV BRIGHT is an old school house in the heart of the Breton Peninsula...

PERTHSHIRE

DUNBLANE FLAT Sleeps 5, 2 bedrooms, 1 bathroom, 1 living room...

DISCOVER SCOTTISH HIGHLANDS

Highland Islands Freedom offers a 2 week holiday in the Highlands...

BRASS BIDS AND GOOD FOOD

BRASS BIDS AND GOOD FOOD COMMENDED by the Press...

FRANCE